

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	BUS7F2
Module Title	Strategic Leadership
Level	7
Credit value	30
Faculty	Wrexham Business School
HECoS Code	100079
Cost Code	GABP
Pre-requisite module	NA

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc International Business and Management	Core
MSc International Business and Management with Advanced Practice	
MSc Human Resource Management	Core
MSc Human Resource Management with Advanced Practice	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	270 hrs
Module duration (Total hours)	300 hrs

Module aims

The aim of this module is to develop strategic leadership skills through the application of leadership tools, models and analytical techniques. You will learn how to communicate complex strategic insights, and demonstrate responsible leadership in challenging, sensitive and pressured situations and scenarios and contexts. You will apply leadership theories and concepts to complex organisational challenges, developing reflective, analytical and

interpersonal skills that will aide problem-solving, and decision-making techniques across a range of scenarios. This module demonstrates the degree of technical, applied, and skills-based components required for a Business MSc.

Module Learning Outcomes

1	Critically evaluate advanced leadership theories within organisational change, complexity and uncertainty.
2	Analyse the decision-making relationships between leadership, strategy, and organisational culture.
3	Synthesise sources of organisational evidence to generate innovative, ethically grounded leadership responses.
4	Formulate strategic problem-solving techniques to navigate ambiguity and competing priorities.
5	Critically reflect on your own leadership practice and decision-making, to demonstrate higher-level judgement and foresight.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Power Point Presentation

Word count – 6 slides / 500 words

You will present a power point to peers identifying first order consequences of a current leadership problem that requires a strategic intervention. You will demonstrate an evaluation of advanced leadership theories and apply these in the context of your leadership problem, evidencing challenges and consequences and demonstrating student-led decisions, identifying where there is incomplete information to the problem.

Assessment 2: Portfolio. This assessment is in two parts.

Word count – 3,000 words

Part 1 – Academic Poster

Using a variety of leadership evaluation models and tools, and other sources of evidence, insights and information, you will present a written critical evaluation of AI-generated leadership advice and compare AI versus human judgement for strategic decision-making of

first and second order consequences. Using your findings, you will present an academic poster that structures second order leadership decision making in the context of your leadership problem.

Part 2 – Written Self-Evaluation

You will discuss with peers intended and unintended outcomes and consequences of your evaluation, from which you will then write a reflective self-analysis of own leadership practice, assumptions and decision-making, and formulate strategic recommendations that demonstrate higher level judgement and foresight.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2	Presentation	500 / 6 slides 10 mins	40%	N/A
2	3, 4, 5	Portfolio	3,000	60%	N/A

Derogations

N/A

Learning and Teaching Strategies

The teaching and learning for this module will focus on a scaffold approach, and will include action learning sets, industry integration and applied workshops.

Students will learn through a variety of formats including lectures, seminars, tutorials, group work, focus groups, group, peer and individual work, facilitated learning (e.g. scale-up), as well as independent directed study. The university's Active Learning Framework (ALF) will be learner-centred and integral to this strategy, enhancing student engagement, participation and interaction. The ALF framework will focus on the construction of knowledge through activities, to develop thinking, problem-solving and collaboration.

This module will be delivered through block teaching, to deepen learning, focus, and knowledge retention. Integrated learning, including where possible simulation and the use of immersive learning spaces will underpin formative and summative assessment, and allow for integrative peer collaboration.

Modes of delivery will include on campus and blended, enabling greater flexibility for learning and engagement. As the summative assessment builds throughout the module, it will create opportunities to conceptualise learning, critical thinking, networking, and applied knowledge.

Welsh Elements

Every student has the right to submit written work or examinations in Welsh. All Welsh speaking students have the right to a Welsh speaking tutor. Elements of the Welsh language and culture will be embedded throughout the module where possible.



Indicative Syllabus Outline

1. Foundations of strategic leadership
2. Contemporary leadership theories
3. Organisational change models
4. Leading in uncertainty and complexity
5. Strategic analysis frameworks
6. Evidence-based decision making
7. Ethical and responsible leadership
8. Systems leadership and complexity
9. Transformational leadership
10. Strategic leadership in practice
11. Reflective models

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Northouse, P.G. (2021), *Leadership: Theory and Practice*. 10th ed. Thousand Oaks, California: Sage.

Other indicative reading

Bornay-Barrachina, M., López Cabrales, Á and Salas-Vallina, A. (2025), 'Sensing, Seizing, and Reconfiguring Dynamic Capabilities in Innovative Firms: Why does Strategic Leadership make a Difference?', *Business Research Quarterly*, Vol.28, No.2, pp. 399–420. DOI: 10.1177/23409444231185790.

Mohammad, R.A., Alahmari, A.M.O., Faqih, R.H.A., Alshehri, A.I.A. and Al-Kahtani, S. (2024), 'Linking Strategic Intelligence, Strategic Leadership, Strategic Planning, and Strategic Thinking and Business Performance: The Moderating Effect of Strategic Flexibility', *Discover Sustainability*, Vol.5, No.1, pp. 434–14. DOI: 10.1007/s43621-024-00670-z.

Thys, K., Vandekerckhof, P., Steijvers, T. and Corten, M. (2024), 'Top Management Team and Board of Directors as the Strategic Leadership System: The Effect of Behavioral Integration on Strategic Decision-Making Quality', *European Management Journal*, Vol.42, No.5, pp. 721–734. DOI: 10.1016/j.emj.2023.04.010.

Administrative Information

For office use only	
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