Course and Examination Fact Sheet: Autumn Semester 2025

7,204: Strategic Leadership (SIM)

ECTS credits: 4

Overview examination/s
(binding regulations see below)
central - Written examination, Digital, Individual work individual grade (50%, 60 mins.)
Examination time: Lecture-free period
decentral - Oral examination and technical discussions, Analog, Group work group grade (50%)
Examination time: Term time

Attached courses
Timetable -- Language -- Lecturer
7,204,1.00 Strategic Leadership (SIM) -- English -- Bruch Heike

Course information

Course prerequisites

There are no formal prerequisites for this course.

Learning objectives

At the end of the course, you should be able to use theories and concepts:

- to understand leadership challenges in practice
- to develop actions and strategies to address leadership challenges

Course Objectives

Knowledge

- Know the basic theoretical approaches to strategic leadership
- Understand and interpret strategic leadership activities
- Integrate tenets of various theoretical constructs to make decisions, solve problems and develop plans for leadership issues

Skill

- Apply theoretical constructs on practical problems: Select and apply concepts that are most relevant and helpful in a particular situation and develop specific recommendations

Attitude

- Build a critical, analytical, and creative mindset regarding strategic leadership challenges

What the course is not

- Practical training
- Leadership development program

Course content

Topics of this course include contemporary issues and perspectives on strategic leadership.

It is the responsibility of a strategic leader to ensure the sustainable development of their organizations. This includes providing direction and vision, setting the tone for the organization, finding creative solutions to complex challenges and translating strategy into action. Ultimately, strategic leadership is winning people for the strategic initiatives and actions.

We will discuss challenges associated with strategic leadership on a personal, team and organizational level. Topics include

- The Role of Strategic Leadership in the 21st Century
- A Personal Perspective on Leadership (Leadership Personality; Strategic Leadership Styles; Charisma, Values & Integrity)
- A Team Perspective on Leadership (Characteristics of High Performance Teams; Conflict and Collaboration)
- An Organization Perspective on Leadership (Strategic Leadership through the lens of Organizational Energy; Leading in Times of Crisis; Leading Change; Inspiration and Growth; Organizational Culture; Current Trends)

Course structure and indications of the learning and teaching design

The course will be structured in six sessions, each of them including theoretical input, class and case discussions in collaboration with several firm representatives and a final project work. In the project work student teams will analyze company issues, develop and present recommendations to practitioners.

The sessions will include:

- Theoretical input along the Personal-, Team- and Organizational Perspective on Strategic Leadership (see section above) accompanied with class and case discussions in collaboration with several firm representatives
- Insights from and practice opportunity with consultant experts
- Leadership Practice Day with a partner company

Course literature

All material and the corresponding literature will be published and updated on StudyNet during the course. For preliminary preparation please see the literature below.

Required Reading:

- Bass, B. M., & Avolio, B. J. (1992). Developing Transformational Leadership: 1992 and Beyond. *Journal of European Industrial Trainings, 14*(5), 21-27.
- Bruch H. & Vogel B. (2011). *Fully Charged: How Great Leaders Boost Their Organization's Energy and Ignite High Performance*. Harvard Business Press Books. [Introduction, Chapter 1, 2, 4, 5]
- Kotter, J. P. (1995). Leading Change: Why transformation efforts fail. *Harvard Business Review*, 59-67.
- Hill, N. S., Axtell, C., Raghuram, S., & Nurmi, N. (2022). Unpacking Virtual Work's Dual Effects on Employee Well-Being: An Integrative Review and Future Research Agenda. *Journal of Management*, 014920632211315.
- Podsakoff, P. M., McKenzie, S. B., & Bommer, W. H. (1996). Transformational Leader Behaviors and Substitutes for Leadership as Determinants of Employee Satisfaction, Commitment, Trust, and Organizational Citizenship Behaviors. *Journal of Management*, *22*(2), 259-298.
- Samimi, M., Cortes, A. F., Anderson, M. H., & Herrmann, P. (2022). What is strategic leadership? Developing a framework for future research. *The Leadership Quarterly*,*33*(3), 101353.
- Walter, F., & Bruch, H. (2010). Structural Impacts on the Occurrence and Effectiveness of Transformational Leadership: An Empirical Study at the Organizational Level of Analysis. *The Leadership Quarterly, 21*(5), 765-782.
- Wang, G., Devine, R. A., Molina-Sieiro, G., & Holmes, R. M. (2023). Strategic Leaders and Corporate Social Responsibility: A Meta-Analytic Review. *Journal of Management*, 014920632311649.
- Watkins, M. D. (2012). How Managers become Leaders. *Harvard Business Review, 90*(6), 64-72.
- Yukl, G. (2018). *Leadership in Organizations*. Prentice Hall. [Chapter 7, 11, 12]

Additional Reading:

- Antonakis, J., Fenley, M., & Liechti, S. (2012). Learning Charisma. *Harvard Business Review, 90*(6), 127-130.

- Banks, G. C., Dionne, S. D., Mast, M. S., & Sayama, H. (2022). Leadership in the digital era: A review of who, what, when, where, and why. *The Leadership Quarterly, 33*(5), 1-6.
- Bruch, H., & Ghoshal, S. (2003). Unleashing Organizational Energy. *MIT Sloan Management Review, 45*(1), 45-51.
- Bruch, H. & Neu, M. (2025). Die Erfolgsmuster von High-Energy-Unternehmen. *Personalmagazin.*
- Bruch, H., Vogel, B. (2011). Strategies for Creating and Sustaining Organizational Energy. *Employment Relations Today, 38*(2), 51-61.
- Cappelli, P. & Nehmeh, R. (2025). Hybrid Still Isn't Working. *Harvard Business Review.*
- Cole, M. S., Bruch, H., & Vogel, B. (2011). Energy at Work: A Measurement Validation and Link-age to Unit Effectiveness. *Journal of Organizational Behavior, 33*(4), 445-467.
- Collins, J. (2001). *Good to Great*. Harper Collins. [Chapter 1 & 2]
- Hill, N. S., Axtell, C., Raghuram, S., & Nurmi, N. (2022). Unpacking Virtual Work's Dual Effects on Employee Well-Being: An Integrative Review and Future Research Agenda. *Journal of Management*, 014920632211315.
- Hougaard, R., Carter, J., & Stembridge, R. (2024). The Best Leaders Can't Be Replaced by AI. *Harvard Business Review.*
- Ireland R.D. & Hitt, M.A. (2005). Achieving and maintaining strategic competitiveness in the 21st century: The role of strategic leadership. *Academy of Management Executive, 19*(4), 63-77.
- Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: a qualitative and quantitative review. *Journal of Applied Psychology, 87*(4), 765.
- Larson, L., & DeChurch, L. (2020). Leading Teams in the Digital Age: Four Perspectives on Technology and What They Mean for Leading Teams. The Leadership Quarterly, 31(1).
- Kipfelsberger, P., Raes, A., Herhausen, D., Kark, R., & Bruch, H. (2022). Start with why: The transfer of work meaningfulness from leaders to followers and the role of dyadic tenure. *Journal of Organizational Behavior, 43*(8), 1287-1309.
- Kotter, J. P. (2001). What Leaders Really Do. *Harvard Business Review*, 85-96.
- Menges, J. I., Walter, F., Vogel, B., & Bruch, H. (2011). Transformational leadership climate: Performance linkages, mechanisms, and boundary conditions at the organizational level. *The Leadership Quarterly, 22*(5), 893-909.
- Meuser, J. D., Gardner, W. L., Dinh, J. E., Hu, J., Liden, R. C., & Lord, R. G. (2016). A network analysis of leadership theory: The infancy of integration. *Journal of Management, 42*(5), 1374-1403.
- Neu, M., Barton, L., & Bruch, H. (2025). Moderne Arbeit ohne Zwei-Klassen-Kultur. *Personalmagazin.*
- O`Reilly, C.A. & Tushman, M.L. (2013). Organizational Ambidexterity: Past, Present, and Future. *Academy of Management Perspectives, 27*(4), 324-338.
- Probst, G., & Raisch S. (2005). Organizational crisis: The logic of failure. *Academy of Management Executive, 19*(1), 90-105.
- Quaquebeke, N. V., & Gerpott, F. H. (2023). The Now, New, and Next of Digital Leadership: How Artificial Intelligence (AI) Will Take Over and Change Leadership as We Know It. *Journal of Leadership & Organizational Studies*, *30*(3), 265-275.
- Rudolf, L. & Bruch, H. (2023). Shared Leadership: Geteilte Verantwortung durch moderne Führung. *The Reporting Times.*
- Sonnentag, S., Tay, L., & Nesher Shoshan, H. (2023). A review on health and well-being at work: More than stressors and strains. *Personnel Psychology, 76*(2), 473–510.
- Tang, S., Nadkarni, S., Wei, L., & Zhang, S. X. (2021). Balancing the Yin and Yang: TMT Gender Diversity, Psychological Safety, and Firm Ambidextrous Strategic Orientation in Chinese High-Tech SMEs. *Academy of Management Journal, 64*(5), 1578–1604.
- Waldman, D. A., & Yammarino, F. J. (1999). CEO charismatic leadership: Levels-of-management and levels-of-analysis effects. *Academy of Management Review, 24*(2), 266-285.

Additional course information

Please note that this course will not be open for bidding in the waiting list rounds. Students can bid for the course in the preliminary and main rounds only.

Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination modalities

Examination type	Written examination
Responsible for organisation	central

Examination form   Written exam
Examination mode   Digital
Time of examination   Lecture-free period
Examination execution   Synchronous
Examination location   On Campus
Grading type   Individual work individual grade
Weighting   50%
Duration   60 mins.

Examination languages
Question language: English
Answer language: English

Remark
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Examination-aid rule
Closed Book

The use of aids is prohibited as a matter of principle, with the exception of pocket calculator models of the Texas Instruments TI-30 series and, in case of non-language exams, bilingual dictionaries without any handwritten notes. Any other aids that are admissible must be explicitly listed by faculty members in the paragraph entitled "Supplementary aids" of the course and examination fact sheet; this list is exhaustive.

Procuring any aids, as well as ensuring their working order, is the exclusive responsibility of students.

Supplementary aids

No aids are allowed.

2. Examination sub part (2/2)

Examination modalities
Examination type   Oral examination and technical discussions
Responsible for organisation   decentral
Examination form   Oral examination
Examination mode   Analog
Time of examination   Term time
Examination execution   Asynchronous
Examination location   On Campus
Grading type   Group work group grade
Weighting   50%
Duration   --

Examination languages
Question language: English
Answer language: English

Remark
De-registration possible until 03.10.

Examination-aid rule
Open Book

Students are free to choose aids, apart from the following restrictions:

- pocket calculator models which are not part of the Texas Instruments TI-30 series, as well as any programmable electronic devices that are capable of communication such as electronic dictionaries, notebooks, tablets, smartphones, headsets, additional screens, etc. are not admissible;

- there is an option for faculty members to explicitly define exceptions under supplementary aids.

Procuring any aids, as well as ensuring their working order, is the exclusive responsibility of students.

Supplementary aids
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Examination content

The examination-relevant content includes all required literature and slides used during the lectures. The content is structured in 2 blocks:

Block 1: Personal-, Leading People-, and Organizational Perspective

- Characteristics of Strategic Leaders
- Strategic Leadership Styles
- Organizational Energy

Block 2: Leading People- & Organizational Perspective

- Sustaining Growth
- Change and Crisis Management
- Leadership Practice Day
- Future Work and Leadership

The decentral oral examination consists of a presentation of the "Leadership Practice Day" Project

Examination relevant literature

All material and the corresponding literature will be published and updated on StudyNet during the course (latest by 06.11.25).

University of St.Gallen

Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.
Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW51) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 43 (Freitag, 24. October 2025) are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 34 (Thursday, 21 August 2025);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 42 (Monday, 13. October 2025);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 43 (Freitag, 24. October 2025);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 45 (Monday, 03. November 2025).