

Global Leadership in Action

Global Leadership in Action invites students to explore how leaders think, decide, and respond in complex international contexts. Through case studies, discussion, and collaborative challenge-based learning, students develop the judgement, communication skills, and strategic awareness needed to lead with confidence and responsibility in an uncertain world. The pathway focuses on leadership models, decision-making, and strategic thinking in international contexts.

Course structure

Learning is organised into four challenges, each guiding students through six phases from initial problem exploration to final presentation. The structure reflects real-world professional practice, encouraging enquiry, collaboration, and critical thinking throughout. Tutors support students as facilitators, guiding them through the tasks and helping them develop their ideas with confidence.

Skills gained

Global Leadership in Action builds a blend of analytical, academic, and interpersonal skills. It supports students in becoming more confident in discussion, more thoughtful in decision-making, and more assured when presenting ideas to others. The pathway also prepares students for internationally oriented and commercially aware environments.



- Students develop **strategic thinking** by examining how leaders respond to uncertainty, competing priorities, and changing international conditions.
- Case studies and applied challenges **strengthen commercial awareness**, helping students consider costs, risks, resilience, and long-term impact.
- **Problem-solving** skills develop through the evaluation of global issues and the design of evidence-based responses.
- Working in diverse groups helps students build **teamwork, adaptability, active listening, and negotiation skills**.
- **Ethical reasoning** and **global awareness** grow through attention to different perspectives and the responsibilities attached to leadership.

Key learning objectives

- Build understanding of leadership models and how different approaches shape outcomes in different contexts.
- Develop vocabulary for discussing global issues, decision-making, strategy, resilience, markets, and responsibility with clarity and precision.
- Evaluate ideas and express informed viewpoints using case studies, discussion, media materials, and reflective analysis.
- Work collaboratively on projects, learning how to discuss, negotiate, plan, and communicate ideas effectively.
- Strengthen independent and reflective thinking to refine judgement and develop greater ownership of learning.

Example challenge

This challenge examines how business leaders, policymakers, and communities respond when a severe climate-related crisis disrupts infrastructure, supply chains, public services, and economic stability. Students consider how organisations and governments balance environmental risk, social responsibility, and economic pressure, before working in teams to design a response to a fictional flood emergency affecting a major international city. The challenge concludes with a leadership summit simulation, in which students must negotiate priorities, justify decisions, and present a coordinated action plan.

PHASE	ACTIVITY	SKILLS DEVELOPMENT
<p>PHASE 1</p> <p>Foundation and Orientation</p>	<p>Students explore examples of effective and ineffective leadership through short case studies, policy snapshots, and business responses to climate disruption.</p>	<p>Hard Skills</p> <ul style="list-style-type: none"> Identifying key features of leadership in crisis and analysing how different organisations respond to disruption. <p>Soft Skills</p> <ul style="list-style-type: none"> Building confidence in discussion, developing curiosity, and learning to approach complex issues with clarity and openness. <p>Business Skills</p> <ul style="list-style-type: none"> Strategic thinking and commercial awareness, with attention to sustainability, policy, and economic impact.
<p>PHASE 2</p> <p>Exploration and Practice</p>	<p>Students investigate a fictional flood crisis affecting transport, housing, trade, and local businesses, then draft an initial response as a leadership team.</p>	<p>Hard Skills</p> <ul style="list-style-type: none"> Researching the context of a crisis, assessing stakeholder interests, and selecting relevant evidence to support an initial response. <p>Soft Skills</p> <ul style="list-style-type: none"> Strengthening collaboration, organisation, and the ability to contribute constructively within a team. <p>Business Skills</p> <ul style="list-style-type: none"> Stakeholder analysis, problem-solving, and decision-making under pressure.
<p>PHASE 3</p> <p>Application and Collaboration</p>	<p>Students consider how business leaders, insurers, local authorities, and national policymakers might respond in both the short and long term.</p>	<p>Hard Skills</p> <ul style="list-style-type: none"> Comparing response strategies and evaluating trade-offs between economic, environmental, and social priorities. <p>Soft Skills</p> <ul style="list-style-type: none"> Developing empathy, negotiation, and awareness of how different groups may hold competing priorities and responsibilities. <p>Business Skills</p> <ul style="list-style-type: none"> Commercial awareness, risk evaluation, and understanding sustainability, policy, and economic impact.

PHASE	ACTIVITY	SKILLS DEVELOPMENT
<p>PHASE 4</p> <p>Independence and Mastery</p>	<p>Students refine their strategy, allocate team roles, and prepare for negotiation with other groups representing different sectors and priorities.</p>	<p>Hard Skills</p> <ul style="list-style-type: none"> Structuring a clear action plan, weighing costs and risks, and applying strategic thinking to a fast-moving scenario. <p>Soft Skills</p> <ul style="list-style-type: none"> Strengthening collaboration, organisation, and the ability to strengthen independence, resilience, and self-management while working under pressure. <p>Business Skills</p> <ul style="list-style-type: none"> Decision-making under pressure and evaluation of trade-offs.
<p>PHASE 5</p> <p>Consolidation and Presentation</p>	<p>Students take part in a leadership summit simulation, presenting and negotiating their final response plan.</p>	<p>Hard Skills</p> <ul style="list-style-type: none"> Synthesising information into a coherent strategy and applying leadership, business, and policy concepts accurately. <p>Soft Skills</p> <ul style="list-style-type: none"> Building confidence in presentation, collaboration, and problem-solving through negotiation and consensus-building. <p>Business Skills</p> <ul style="list-style-type: none"> Negotiation, teamwork and collaboration, and presentation of ideas.
<p>PHASE 6</p> <p>Evaluation and Reflection</p>	<p>Students reflect on the outcomes of the simulation and evaluate the effectiveness of their leadership choices.</p>	<p>Hard Skills</p> <ul style="list-style-type: none"> Evaluating the strengths and limitations of a proposed strategy and identifying areas for improvement. <p>Soft Skills</p> <ul style="list-style-type: none"> Developing self-awareness, critical reflection, and the ability to give and respond to constructive feedback. <p>Business Skills</p> <ul style="list-style-type: none"> Strategic thinking and evaluation of trade-offs, with consideration of sustainability, policy, and economic impact.