KOENIG
step forward

CORPORATE LEADERSHIP DEVELOPMENT PROGRAMME

SITUATIONAL LEADERSHIP II

Developing Adaptive Leaders and High-Performing Teams

Duration	5 Days | 40 Training Hours
Daily Schedule	8 Hours per day (activities and practice included)
Delivery Mode	Instructor-led, interactive classroom / virtual delivery
Target Audience	Senior and middle managers, team leaders, supervisors, project leaders and people managers

PROGRAMME OVERVIEW

Situational Leadership II is designed to help leaders recognise that employees may require different levels of direction and support depending on the task, their competence and their commitment. Participants learn to diagnose development needs, adapt their leadership behaviour, conduct effective performance conversations and build greater ownership across their teams.

PROGRAMME OBJECTIVES

• Understand the principles of situational leadership and the importance of leadership flexibility.

• Differentiate between directive and supportive leadership behaviours.

• Recognise the four development levels (D1–D4) in relation to specific goals and tasks.

• Apply the four leadership styles (S1–S4) and match them to employee development needs.

• Conduct clear goal-setting, feedback, coaching, support and delegation conversations.

• Improve employee confidence, competence, accountability, engagement and performance.

• Create a practical action plan to apply the learning in the workplace.

LEARNING METHODOLOGY

Facilitator-led concept sessions, guided discussions, individual reflection, case studies, role plays, leadership simulations, group problem-solving, peer feedback, practical worksheets, knowledge checks and workplace action planning.

PROGRAMME STRUCTURE

Day	Theme	Hours
1	Foundations of Situational Leadership and the Leader’s Role	8

Day	Theme	
2	Diagnosing Development Levels: Competence and Commitment	8
3	Matching Leadership Styles to Development Needs	8
4	Effective Leadership Conversations, Feedback and Development	8
5	Leading High-Performing Teams and Sustaining Application	8
Total	**40 Training Hours**	**40**

Timing note: Each day contains eight hours of facilitated learning, discussion and practical activities. Meal and refreshment breaks are additional to the 8 training hours and can be scheduled in line with client requirements.

DAY 1 | 8 HOURS

Foundations of Situational Leadership and the Leader's Role

Duration	Session / Learning Focus	Key Content & Learning Activities
1 hr	Leadership in a changing workplace	Leadership versus management; the impact of leadership flexibility; common leadership challenges; the cost of using one approach with every team member. **Activity:** Leadership challenge mapping.
1 hr	Understanding the Situational Leadership approach	The core idea of adapting leadership behaviour to the needs of an individual on a specific goal or task; the importance of clarity, partnership and performance conversations. **Exercise:** One employee, different tasks.
1 hr	The two leadership behaviour dimensions	Directive behaviour and supportive behaviour; how leaders provide structure, guidance, feedback, listening, encouragement and involvement. **Activity:** Behaviour sorting and scenario discussion.
1 hr	The four leadership styles – overview	S1 Directing, S2 Coaching, S3 Supporting and S4 Delegating; typical behaviours, appropriate use and common overuse patterns. **Exercise:** Style recognition cards.
1 hr	Understanding development as task-specific	Why competence and commitment are assessed in relation to a defined task or goal rather than by job title, tenure or general impression. **Case study:** An experienced employee taking on a new responsibility.
1 hr	Leadership style flexibility	Recognising personal leadership preferences; identifying default behaviours and potential style gaps. **Self-reflection:** My leadership response under pressure.
1 hr	Integrated group simulation	Teams analyse workplace situations and select an appropriate leadership response, explaining the level of direction and support required. **Activity:** Leadership decision challenge.
1 hr	Review, knowledge check and action journal	Key learning recap, group debrief, individual learning journal and day-end knowledge check.

Expected day-end outcome: Participants will understand the situational approach, distinguish directive and supportive behaviours, and recognise the four leadership styles.

DAY 2 | 8 HOURS

Diagnosing Development Levels: Competence, Commitment and Performance Needs

Duration	Session / Learning Focus	Key Content & Learning Activities
1 hr	Defining clear goals and tasks	Writing specific, observable and measurable performance goals; clarifying expected outcomes, quality standards, timelines and available resources. **Activity:** Convert vague expectations into clear goals.
1 hr	Competence: assessing knowledge and skills	Task knowledge, transferable skills, experience, demonstrated ability and the difference between confidence and competence. **Exercise:** Evidence versus assumption.
1 hr	Commitment: assessing confidence and motivation	Motivation, confidence, engagement, uncertainty and changing commitment; listening for signals without labelling people. **Activity:** Commitment indicators discussion.
1 hr	Development Level D1 – Enthusiastic Beginner	Low competence and high commitment; typical needs, likely questions and the value of clear direction, priorities and early support. **Case study:** A new team member learning a process.
1 hr	Development Level D2 – Disillusioned Learner	Some competence with low or variable commitment; common causes of frustration, confidence dips and the need for both direction and support. **Role play:** Re-engaging a struggling learner.
1 hr	Development Level D3 – Capable but Cautious Contributor	Moderate-to-high competence with variable commitment; recognising hesitation, self-doubt or inconsistent confidence. **Case study:** A capable employee reluctant to take ownership.
1 hr	Development Level D4 – Self-Reliant Achiever	High competence and high commitment; recognising independent performance and readiness for greater autonomy. **Exercise:** Evidence-based diagnosis.
1 hr	Development diagnosis lab	Small groups diagnose employee development levels for specific tasks, identify missing evidence and justify their conclusions. **Output:** Individual development-level diagnosis worksheet.

Expected day-end outcome: Participants will be able to assess competence and commitment and diagnose D1–D4 development levels for specific tasks.

DAY 3 | 8 HOURS

Matching Leadership Styles to Development Needs

Duration	Session / Learning Focus	Key Content & Learning Activities
1 hr	The principle of matching	Matching leadership behaviour to the development level for a specific goal or task; why there is no single best style for every person or situation. **Activity:** Match-the-situation challenge.
1 hr	S1 – Directing	Providing clear goals, priorities, instructions, timelines, demonstrations and frequent feedback; avoiding unnecessary ambiguity. **Practice:** Briefing a new employee on a critical task.
1 hr	S2 – Coaching	Combining direction with explanation, two-way dialogue, encouragement and feedback; addressing questions and rebuilding commitment. **Practice:** Coaching a disillusioned learner.
1 hr	S3 – Supporting	Sharing decision-making, listening, facilitating problem-solving, recognising capability and strengthening confidence. **Practice:** Supporting a capable but cautious contributor.
1 hr	S4 – Delegating	Agreeing outcomes and boundaries, transferring ownership, establishing checkpoints and allowing autonomy. **Practice:** Delegating a high-impact responsibility.
1 hr	Recognising style mismatch	Over-directing, under-directing, rescuing, withdrawing support and delegating too early; impact on trust, ownership and performance. **Activity:** Diagnose and correct the mismatch.
1 hr	Leadership style flexibility simulation	Participants rotate through S1–S4 scenarios and practise changing their approach as employee needs change. **Activity:** Leadership style role-play carousel.
1 hr	Application workshop and peer feedback	Participants bring real workplace examples, select an appropriate style and receive structured peer feedback using an observation checklist.

Expected day-end outcome: Participants will practise selecting and flexing S1–S4 leadership styles to match the needs of employees.

DAY 4 | 8 HOURS

Effective Leadership Conversations, Feedback and Employee Development

KOENIG
step forward

Duration	Session / Learning Focus	Key Content & Learning Activities
1 hr	Building a partnership for performance	Creating shared expectations, mutual accountability, trust and clarity between leaders and team members. **Activity:** Partnership conversation mapping.
1 hr	Goal-setting and alignment conversations	Agreeing on outcomes, measures of success, responsibilities, resources and review points. **Practice:** Conducting a goal-alignment conversation.
1 hr	Listening, questioning and communication flexibility	Active listening, open questions, paraphrasing, checking understanding and adapting communication to the employee's needs. **Exercise:** Listening triads.
1 hr	Feedback that improves performance	Timely, specific, behavioural and actionable feedback; reinforcing progress and addressing performance gaps constructively. **Role play:** Feedback in a difficult situation.
1 hr	Coaching and problem-solving conversations	Helping employees identify barriers, explore options, build confidence and commit to practical next steps. **Activity:** Coaching conversation practice.
1 hr	Handling resistance, low confidence and conflict	Responding to defensiveness, disengagement, missed expectations and differences in working styles while maintaining respect and accountability. **Case study:** A performance conversation under pressure.
1 hr	Developing people through delegation	Choosing suitable tasks, clarifying decision rights, agreeing support and monitoring without micromanaging. **Exercise:** Delegation planning clinic.
1 hr	Triad practice and structured feedback	Leader, employee and observer roles; participants conduct a complete situational leadership conversation and receive feedback against agreed criteria.

Expected day-end outcome: Participants will conduct clearer leadership conversations, provide constructive feedback, coach effectively and delegate with accountability.

DAY 5 | 8 HOURS

Leading High-Performing Teams and Sustaining Situational Leadership

KOENIG
step forward

Duration	Session / Learning Focus	Key Content & Learning Activities
1 hr	Applying situational leadership across a team	Recognising that team members may need different leadership approaches on different tasks; balancing individual needs with team outcomes. **Activity:** Team capability and support map.
1 hr	Leading through change and uncertainty	Adjusting direction and support during change, new processes, shifting priorities and periods of uncertainty. **Case study:** Leading a team through a process change.
1 hr	Performance management and accountability	Setting expectations, tracking progress, addressing gaps early and reinforcing ownership. **Simulation:** Weekly performance check-in.
1 hr	Cross-functional collaboration and stakeholder alignment	Adapting leadership communication across functions, experience levels and stakeholder expectations. **Activity:** Stakeholder scenario mapping.
1 hr	Integrated business simulation	Participants lead a multi-stage workplace scenario in which employee competence, commitment and task requirements evolve. Teams must diagnose, match, communicate and review.
1 hr	Individual leadership application plan	Selecting priority employees and tasks, identifying current development needs, choosing leadership behaviours and setting measurable follow-up actions. **Output:** 30-day action plan.
1 hr	Post-assessment and learning review	Post-training knowledge check, comparison with the pre-assessment, participant reflections and facilitator feedback.
1 hr	Commitment, evaluation and programme close	Personal leadership commitments, peer accountability partners, programme evaluation and final discussion on sustaining situational leadership practices.

Expected day-end outcome: Participants will integrate the model into team leadership, change situations and individual workplace action plans.