



Situational Leadership and Leadership Styles Training Course for Team Leaders

15 – 19 November 2026

Jeddah - Corniche four-star



Situational Leadership and Leadership Styles Training Course for Team Leaders

Ref: 1306_22361 **Date:** 15 – 19 November 2026 **Location:** Jeddah - Corniche four-star **Fees:** 19500 SAR

Introduction:

Situational leadership and leadership styles training course for team leaders is a five-day course for team leaders, supervisors and line managers, ending with a Team Diagnosis and Leadership Style Plan for a case team. Many units lose output when leaders apply one habitual style to every team member, over-supervising capable staff while leaving newcomers without direction. Nominees already lead direct reports with mixed experience, and the course is taught through role-play of style conversations with observer feedback. CoreConcept Training Center delivers this course on situational leadership and leadership styles.

Course Objectives:

- Compare trait, behavioural and contingency theories of leadership and identify their own habitual leadership style
- Diagnose each team member's competence and commitment for a specific task and assign a development level
- Apply directing, coaching, supporting and delegating behaviours matched to the person and the task
- Detect over-supervision and under-supervision and agree the chosen style openly with each team member
- Select a participation level for team decisions and adapt style to group development stage, culture and remote working
- Prepare a Team Diagnosis and Leadership Style Plan with a team development plan for a case team

Target Audience:

- Team leaders responsible for the daily output and growth of a small group of direct reports
 - Supervisors who allocate and check work for staff with mixed experience levels
 - Line managers accountable for developing new joiners into independent performers
 - Section heads leading teams across shifts, sites or remote locations
 - Project leads who guide task teams and must adjust how closely they direct each member
-

Course Outline:

Day 1: Leadership Style Theories and the Current Leadership Profile

- Trait, Behavioural and Contingency Leadership Theories Compared
- Task and Relationship Behaviour Grid for Leader Actions
- Fiedler Least Preferred Co-Worker Scale Self-Scoring
- Path-Goal Theory Leader Behaviours Matched to Work Conditions
- Personal Leadership Style Inventory and Habitual Style Profile

Day 2: Follower Readiness and the Four Situational Styles

- Competence and Commitment Diagnostic for Each Assigned Task
- Four Development Levels from Enthusiastic Beginner to Self-Reliant Achiever
- Directing Behaviours for Low-Competence Task Assignments
- Coaching Behaviours for Disillusioned Learners Losing Confidence
- Supporting and Delegating Behaviours for Capable Performers

Day 3: Matching Style to Person and Task

- Person-Task Readiness Matrix for Every Direct Report
- Style Selection Decision Tree for Recurring Team Tasks
- Over-Supervising and Under-Supervising Warning Signs Checklist
- Style Flexibility Self-Assessment with Peer Observer Ratings
- Style Agreement Conversation Script for Contracting with Team Members

Day 4: Decision-Making Styles, Group Dynamics and Context Shifts

- Vroom-Yetton-Jago Decision Model for Choosing Participation Levels
- Tuckman Forming, Storming, Norming and Performing Stage Diagnosis
- Leader Style Shifts Across Group Development Stages
- Cultural Expectations of Directive and Participative Leadership Mapping
- Remote Team Readiness Check-Ins Using Video and Messaging

Day 5: Role-Play: Team Diagnosis and Leadership Style Plan

- Case Team Briefing and Individual Readiness Profiles Review
 - Role-Play Directing Conversation with a New Team Member
 - Role-Play Coaching Conversation with a Discouraged Performer
 - Team Development Plan with Readiness Progression Milestones
 - Team Diagnosis and Leadership Style Plan Completion
-

Skills You Will Gain:

- Follower Readiness Diagnosis
- Leadership Style Selection
- Style Flexibility
- Style Contracting
- Participative Decision Design
- Group Stage Diagnosis
- Cross-Cultural Style Adaptation
- Team Development Planning

Why Attend This Course:

- Deliver a Team Diagnosis and Leadership Style Plan to the line manager or HR business partner who oversees team development
- Decide, task by task, how much direction and support each team member needs and how far to involve the team in a decision
- Avoid the lost output and staff turnover that follow from micromanaging capable people or leaving new joiners unsupported
- Share readiness profiles and style agreement scripts with fellow supervisors so the unit leads new and experienced staff consistently

Conclusion:

Back at work, the participant gives the line manager or HR business partner a Team Diagnosis and Leadership Style Plan that profiles each team member's readiness by task, sets the style to use with each person and lays out development milestones. The manager uses it to decide where coaching time goes, which tasks can be handed over and which staff need closer direction. After the first review cycle, the unit should check whether readiness levels have moved, whether style agreements held and whether any team member feels over-directed or left alone.

Frequently Asked Questions FAQ:

What should participants know before a situational leadership and leadership styles course?

Participants should already lead or supervise a few direct reports and be able to describe the main tasks each one performs. Bringing short notes on two or three team members' current tasks and performance helps them build readiness profiles during the course.

How does a situational leadership and leadership styles course differ from a general leadership development or delegation course?

It concentrates on one skill: reading each person's readiness for a specific task and choosing how much direction and support to give. General leadership courses cover vision, influence and strategy, while delegation courses focus on handing over tasks and following them up.

Why does situational leadership treat readiness as task-specific rather than a fixed trait of the person?

The same employee can be expert at one task and a beginner at another. Judging readiness task by task lets a leader direct closely on new work while giving freedom on familiar work, rather than labelling the person once.

What do participants take back from a situational leadership and leadership styles course?

Participants take back a Team Diagnosis and Leadership Style Plan for a case team, with readiness profiles, a style choice for each person and task, rehearsed conversation scripts and a team development plan that can be adapted to their own team.
