SMU PGPD · FULL-DAY WORKSHOP

MASTERING LEADERSHIP STYLES



A practical approach to effective leadership

with Maik Frank Schroeer, IntelliCoach

WELCOME

TWO THINGS BEFORE WE START

WORKSHOP HANDOUT

Do you have it open or printed?

https://link.intellicoach.com/smu-styles-handout

PRE-WORK SELF-ASSESSMENT

Have you done it?

https://link.intellicoach.com/smu-styles-quiz

Join AhaSlides: ahaslides.com, code **QZ7GT**, using your full name.

LEADERSHIP

LEADERSHIP IS ACTION, NOT POSITION.

Donald H. McGannon

SMU ATTENDANCE RULE

YOU MAY BE MARKED ABSENT IF YOU

- are late
- leave before the end of the session
- are away for an extended period of time

Slide provided by SMU.

AND FROM ME

PHONE AT HAND, ALL DAY

We use your phone all day for polls and quizzes on AhaSlides.

TODAY

LEADERSHIP

Part 1

- Our Admired Leaders
- Leadership Ideas
- Leadership Style Models

STYLES

Part 2

- Situational Styles
- Experiencing Styles
- Application Examples

POWER TOOLS

Part 3

- Coaching vs Advising
- Be a Standout Listener!

With short breaks and a lunch break between the parts

AT THE END OF THE WORKSHOP

1. Broad view of Leadership
   Understanding of Leadership Styles
2. Knowing your preferred Style
   Applying and Playing with Styles
3. Learn Power Coaching Tools

WHAT WE CANNOT DO IN 8 HOURS

1 2 3 4 5 6 7 **8** 9 10

All there is to know: dozens of theories, years of practice.

= Theory basics + self-discovery

= Application examples

= Selected skills deep dive

WHY IT MATTERS

OUR BUSINESS CASE FOR BEING HERE

1. Work and beyond
2. Lead better and be led better
3. Humans and AI
4. You never know when you will need it
5. Leadership is its own skill

TODAY · FROM BROAD TO SPECIFIC

THE FUNNEL OF THE DAY

LEADERSHIP

The broad view: what leadership is, why it matters and the leaders we admire.

LEADERSHIP STYLE MODELS

Models that describe styles: Skill/Will, Goleman and, in depth, Situational Styles.

COACHING THROUGH QUESTIONS

One power tool: leading through questions instead of advice.

Coaching is one style among four, not always the best one.

RED THREAD · ETHICS AND RESILIENCE

OUR LENS FOR THE DAY

The Four V's of Ethical Leadership and the SMU Resilience Framework. Watch for them all day: they come back at key moments.



VALUES

Leading in line with your core principles and integrity.

VISION

Shaping a clear, compelling and ethically grounded direction.

VOICE

Communicating the vision and your convictions with transparency and respect.

VIRTUE

Committing to the greater good and serving others.

SMU RESILIENCE FRAMEWORK

EMOTIONAL

Adapt flexibly, manage feelings and stress, respond constructively to change.

SOCIAL

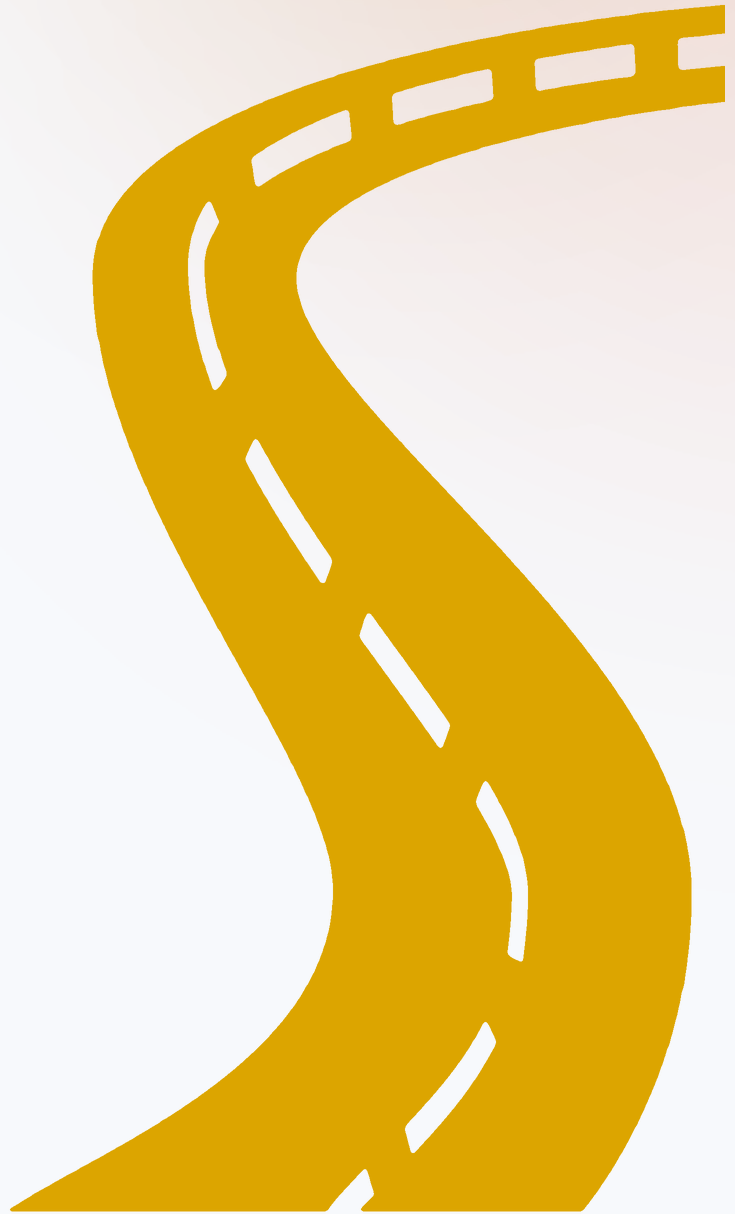
Build positive relationships through effective, respectful communication.

INTELLECTUAL

Honest self-assessment and critical thinking; revise your assumptions.

PART 1 · LEADERSHIP

OUR ADMIRED LEADERS



OUR ADMIRED LEADERS



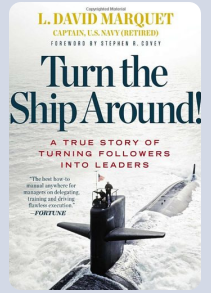


LENS · VALUES · VIRTUE

OUR ADMIRED LEADERS

DAVID MARQUET

Retired U.S. Navy captain
Commanded USS Santa Fe, 1999–2001



Turn the Ship Around!

Leadership Is Language

OUR ADMIRED LEADERS · SOLO

YOUR ADMIRED LEADER

- Think of one leader you admire. Famous, or your first boss.
- Name one specific leadership quality that makes them stand out.
- Post it on the board: name + one word.

EXAMPLE

DAVID MARQUET
EMPOWERING

WHAT MAKES LEADERSHIP WORK?

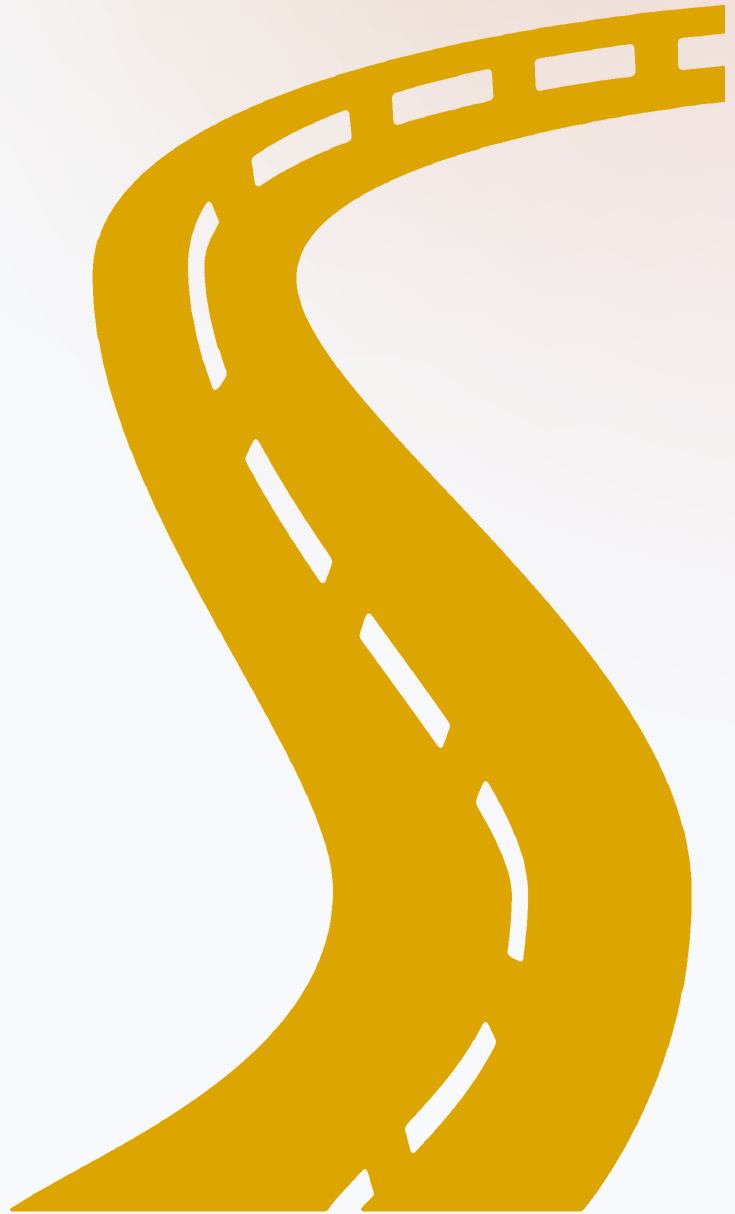


SITUATIONAL STYLES

Acquiring the flexibility to adjust to situation and follower development level. From here on we set leader attributes aside: whole workshops exist on them.

PART 1 · LEADERSHIP

WHAT IS LEADERSHIP?



RESEARCH SPRINT · TABLE GROUPS

FOUR TOPICS. YOUR GROUP GETS ONE.

1 GROUP 1

Leadership vs Management

Is there a difference? Is it important?

2 GROUP 2

The Skill/Will Matrix

How and when is it applied?

3 GROUP 3

Goleman's Six Emotional Leadership Styles

How and when are they applied?

4 GROUP 4

There must be a ‘best’ leadership idea!

Which one is it?

HOW IT WORKS

1 **Find your group: one topic per group.**

2 **Pick a speaker first.**

3 **Bring back a short verdict.**

4 **Back here: groups 1 to 4 in turn.**

TOPIC 1 · DEBRIEF

LEADERSHIP AND MANAGEMENT

Same thing, two different things, or does the difference not matter?

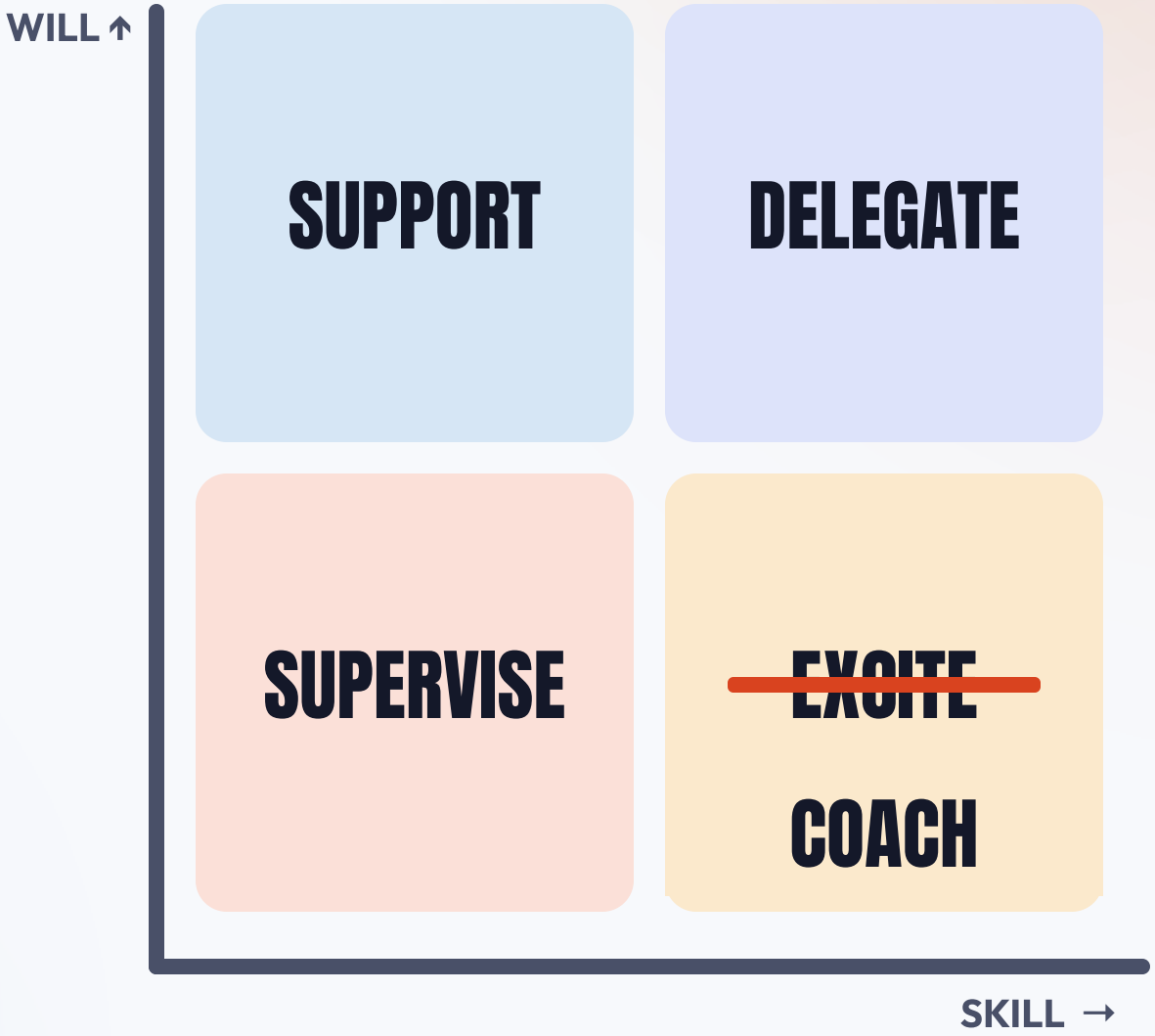
Topic 1 groups first: your verdict. Then everyone: where do you agree, where not?

TOPIC 2 · DEBRIEF

THE SKILL/WILL MATRIX

The skill-will balance of a person is **not fixed**; it evolves as time goes by.

Nevertheless, it is a good guideline for how a coach spends their time, especially when coaching an entire team.



From Max Landsberg: The Tao of Coaching

TOPIC 3 · DEBRIEF

GOLEMAN'S SIX EMOTIONAL LEADERSHIP STYLES

VISIONARY	**"Come with me"**	Organisation requires vision, a dramatic new direction
COACHING	**"How would you do it?"**	Need to build long-term skills, rapport and trust
AFFILIATIVE	**"People come first"**	Team tension and conflict; trust is broken
DEMOCRATIC	**"What do you think?"**	Need input from the team; build consensus and buy-in
PACESETTING	**"Do as I do, now!"**	Need high-quality results from a motivated team, quickly
COMMANDING	**"Do what I tell you"**	Crisis, jump-starting fast change, problem employees

Learn to read situations right: the situation can limit your choices before development level does.

Based on Primal Leadership by Daniel Goleman, Richard Boyatzis and Annie McKee

QUESTION

A fire alarm sounds during a team meeting. Which Goleman style fits the first two minutes?

- ✓ **Commanding** — ✓ suggested answer
- Democratic
- Affiliative
- Coaching

LEADERSHIP THEORIES · TOGETHER

THE ‘BEST’ LEADERSHIP THEORY OUT THERE?

TRAIT
THEORY

Are you a born leader?

SKILLS
THEORY

Everyone can learn it.

SITUATIONAL
THEORY

I lead based on situation and development level.

CONTINGENCY
THEORY

Situation and development level AND the person's traits.

PATH-GOAL
THEORY

I tell you where to go and clear the path for you.

TRANSACTIONAL
THEORY

I set the rules and systems for you to work well.

TRANSFORMATIONAL
THEORY

I build intrinsic motivation and ownership.

SERVANT
THEORY

I lead to serve and serve to lead.

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Our focus: the situational and contingency family

LEADERSHIP

“A LEADER IS BEST WHEN PEOPLE BARELY KNOW THE LEADER EXISTS, WHEN THEIR WORK IS DONE, THEIR AIM FULFILLED, THE PEOPLE WILL SAY: WE DID IT OURSELVES.”

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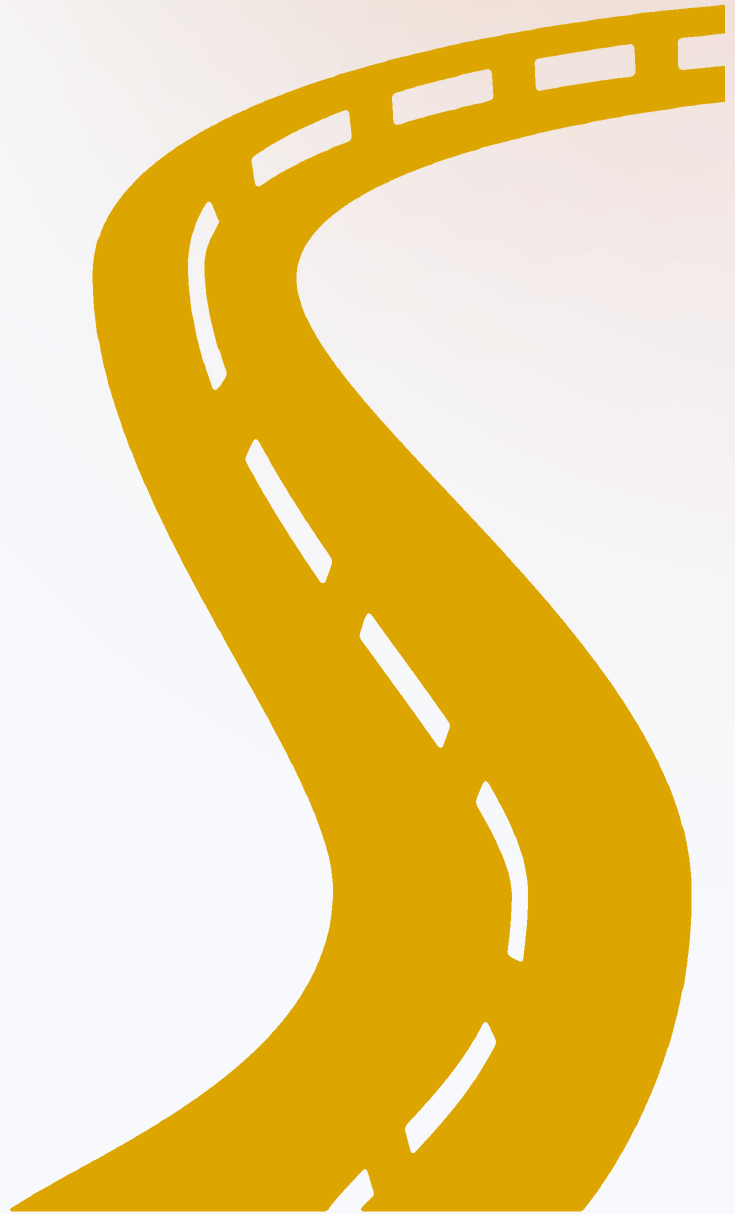
Lao Tzu

PART 2 · STYLES

SITUATIONAL STYLES

Acquiring the flexibility to adjust to situation and follower development level



SITUATIONAL THEORY · PREMISE

AS A LEADER YOU ARE MOST EFFECTIVE ONCE YOU ARE ABLE TO FLEXIBLY ADJUST YOUR STYLE TO THE SITUATION AND TO THE DEVELOPMENT LEVEL OF THOSE YOU LEAD!

DEVELOPMENT LEVEL

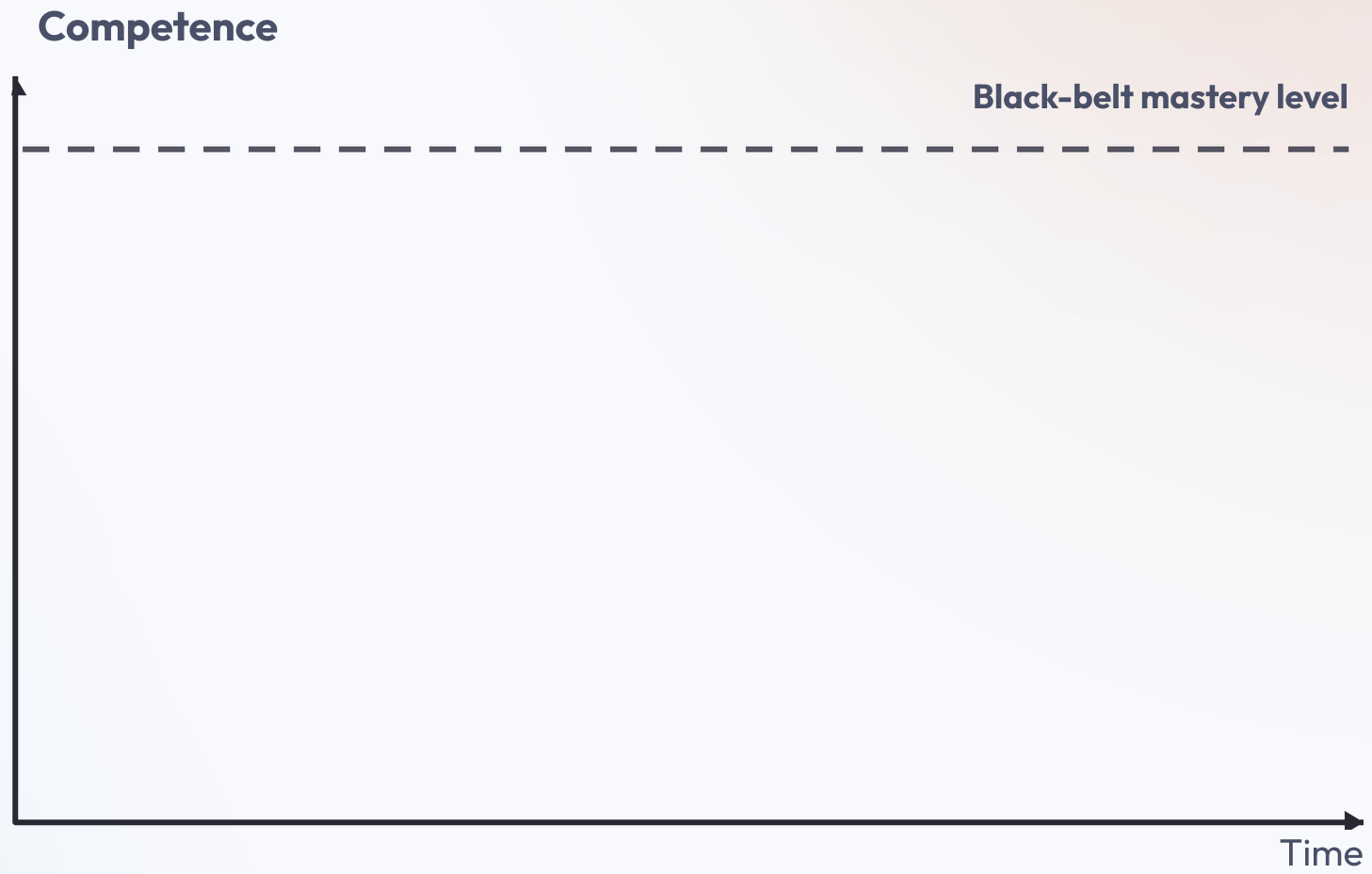
=

COMMITMENT + COMPETENCE

COMPETENCE

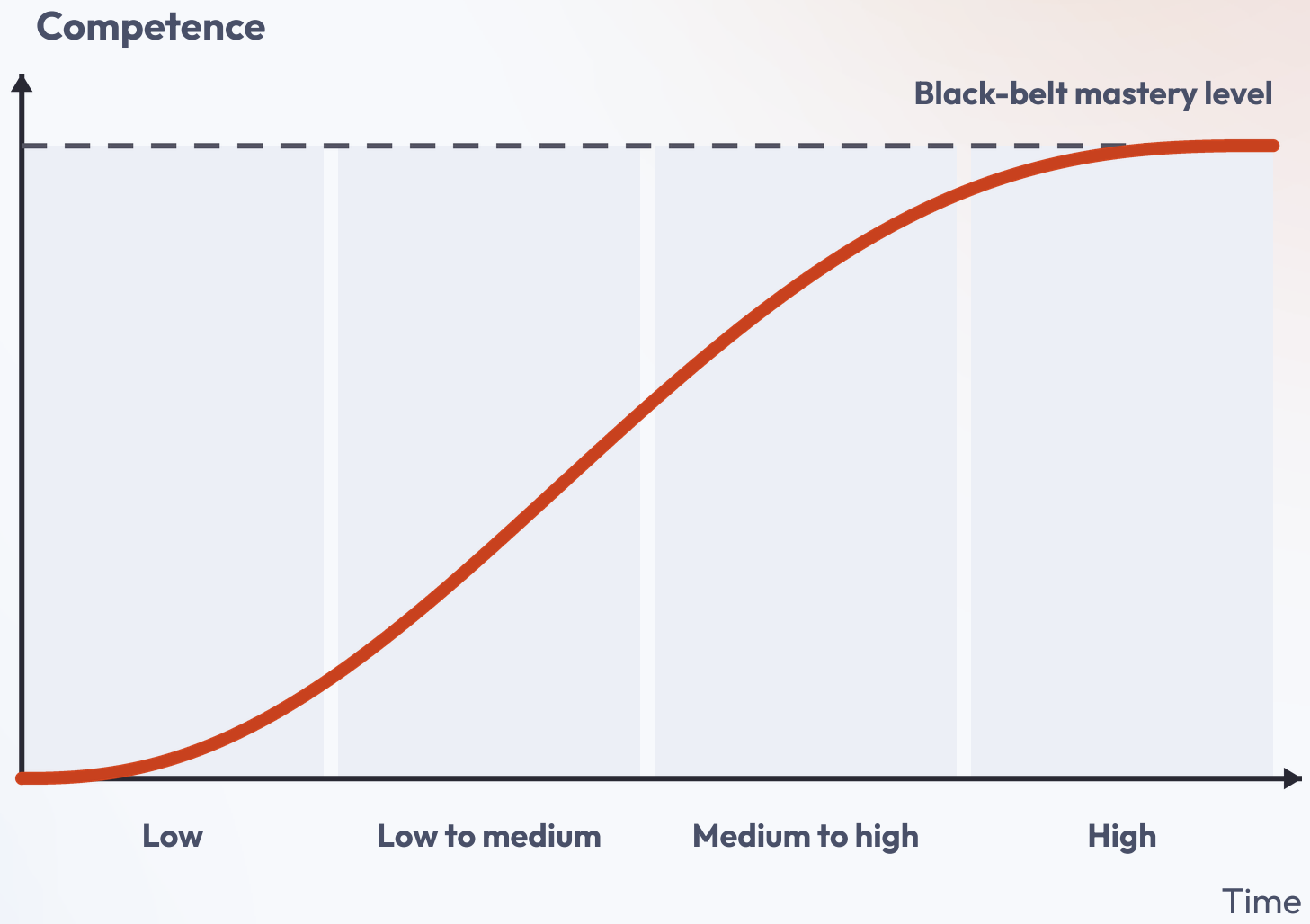
COMPETENCE =

KNOWLEDGE
SKILLS
ABILITIES



COMPETENCE

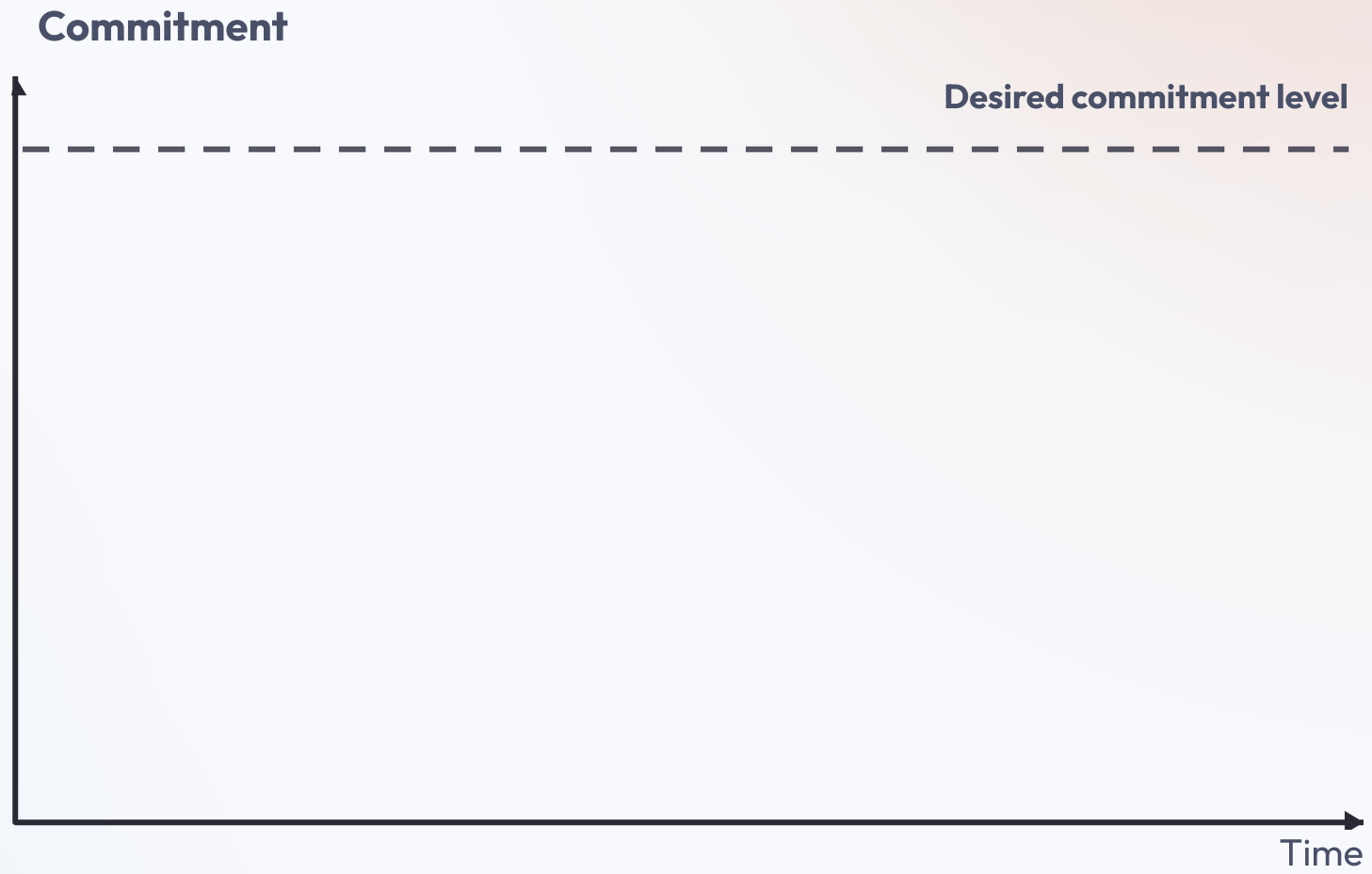
GROWS LIKE AN S-CURVE



COMMITMENT

COMMITMENT =

CONFIDENCE + MOTIVATION

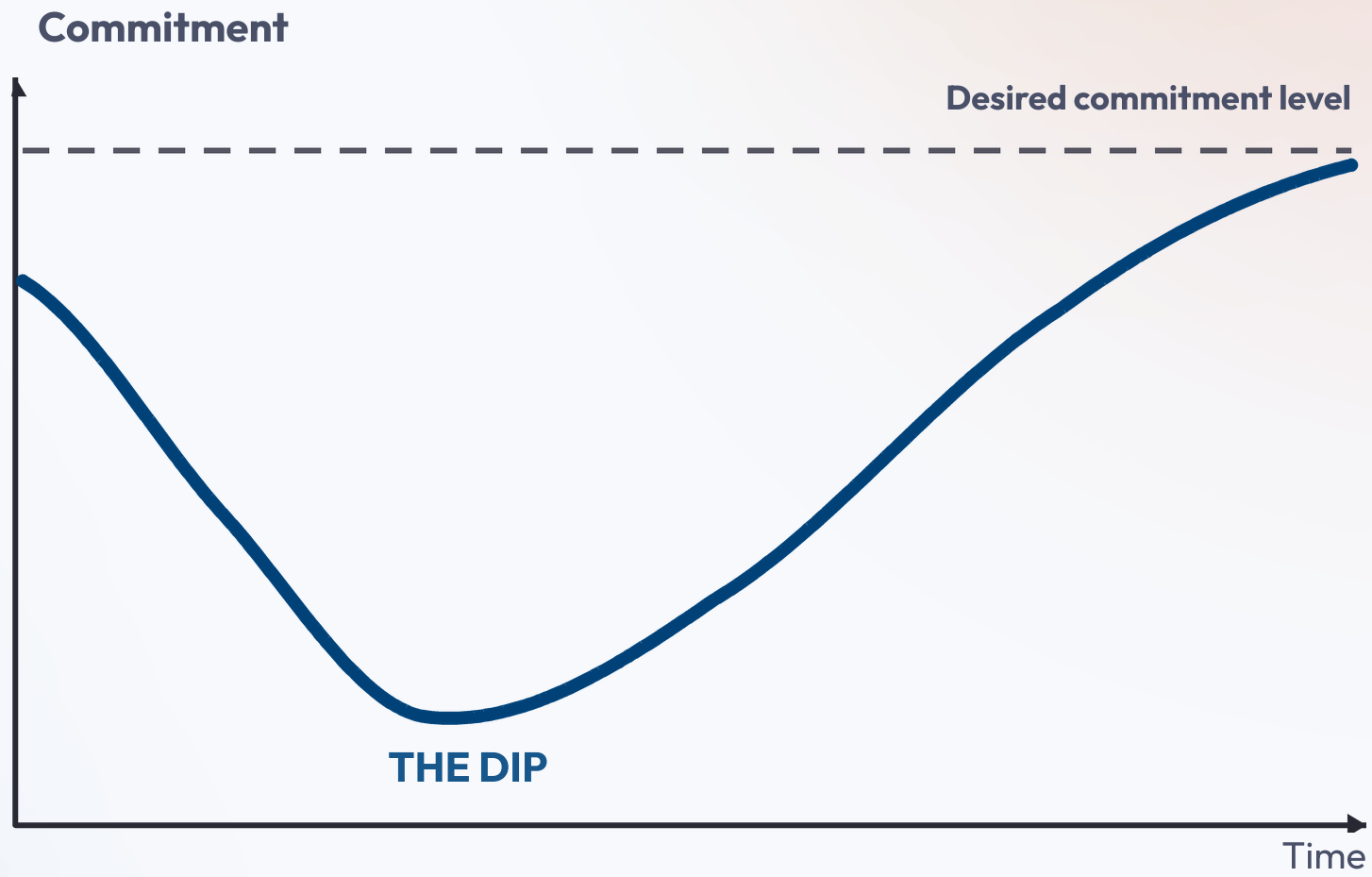


COMMITMENT

TAKES A HIT, THEN RECOVERS

LENS · EMOTIONAL RESILIENCE

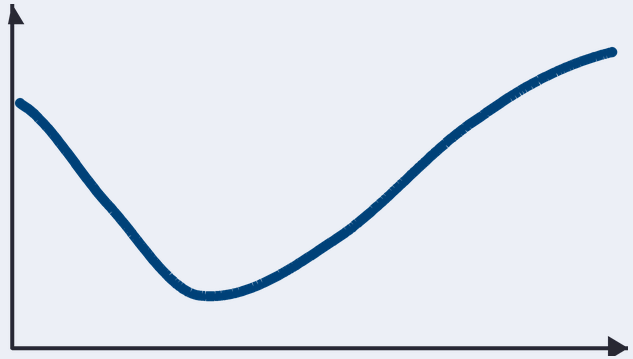
Knowing this curve exists shows you there is a way out of the dip.



COMMITMENT · EXAMPLES

THE DIP SHOWS UP EVERYWHERE

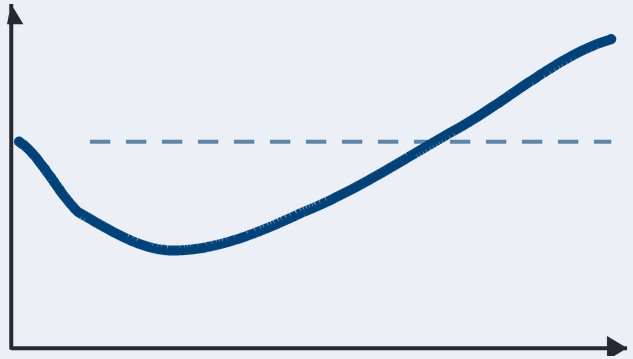
TEAM DEVELOPMENT



Forming · Storming · Norming · Performing

Tuckman: the inevitable steps

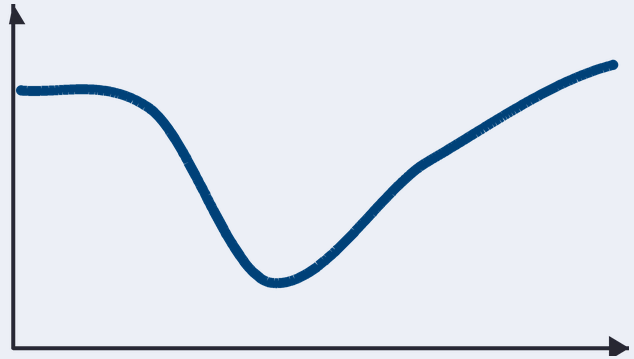
THE J-CURVE OF CHANGE



Change · Dip · Recovery · New level

Performance drops after a change, then rises above the old level

CULTURE SHOCK ABROAD



Honeymoon · Culture shock · Adjustment · Mastery

Most assignees go through it twice: going out and coming home

POP QUIZ 1/4

A situational leader adjusts their style to...

- ○ Motivation and Commitment
- ○ Situation and Competence
- ○ Commitment and Competence
- ✓ **Situation and Development Level** — ✓ suggested answer

POP QUIZ 2/4

How does competence typically grow over time?

- ○ Linear Straight Line
- ○ Takes a hit, then recovers
- ✓ **Like an S-Curve** — ✓ suggested answer
- ○ goes up and down over time

POP QUIZ 3/4

And commitment?

- ✓ **J-Curve** — ✓ suggested answer
- M-Curve
- L-Curve
- W-Curve

POP QUIZ 4/4

Who created the model?

- ○ Drucker and Blanchard
- ○ Sinek and Hersey
- ○ Hersey and Stevens
- ✓ **Blanchard and Hersey** — ✓ suggested answer

POP QUIZ · ANSWER 4

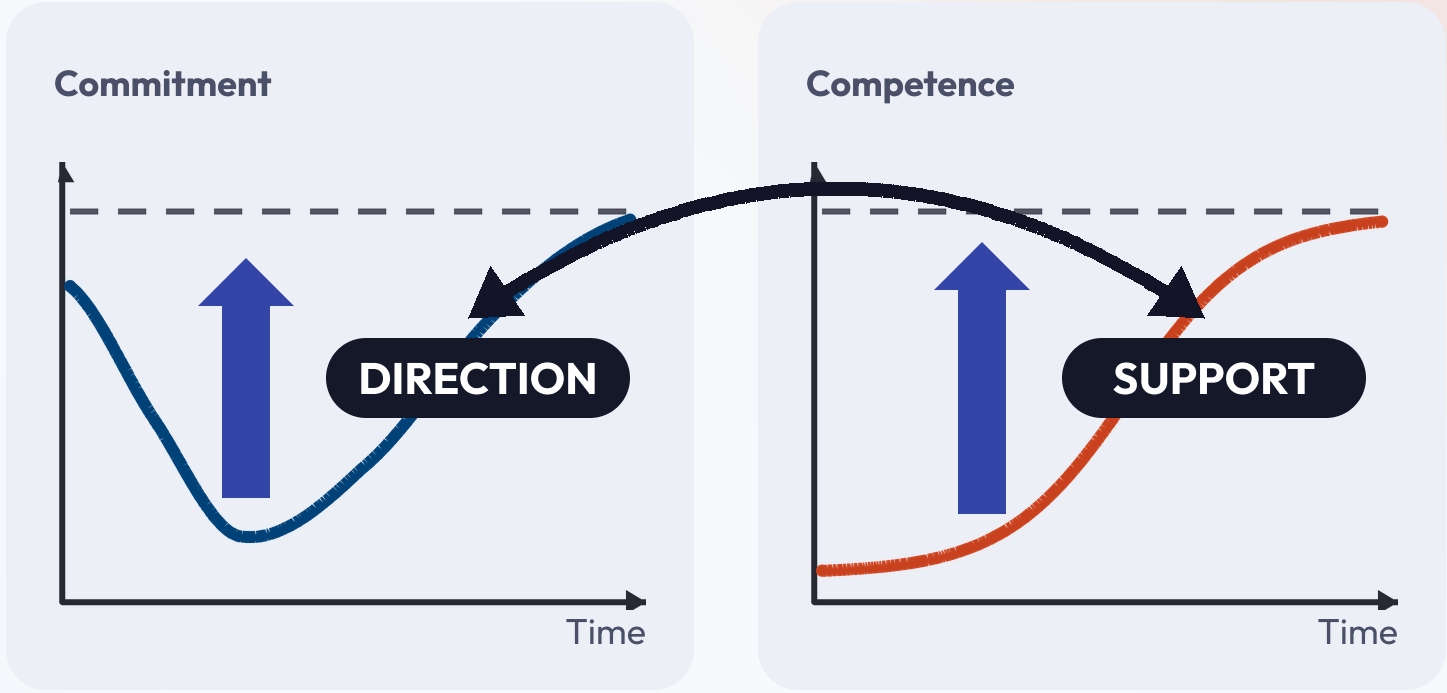
WHO CREATED THE MODEL?

PAUL HERSEY & KEN BLANCHARD

Their model, Situational Leadership®, is one of the most popular versions that builds on the idea of situational styles.

Hersey & Blanchard: Management of Organizational Behavior (2013). Blanchard, Zigarmi & Zigarmi: Leadership and the One Minute Manager (2013).

THE ROLE OF A SITUATIONAL LEADER IS TO PROVIDE DIRECTION AND SUPPORT



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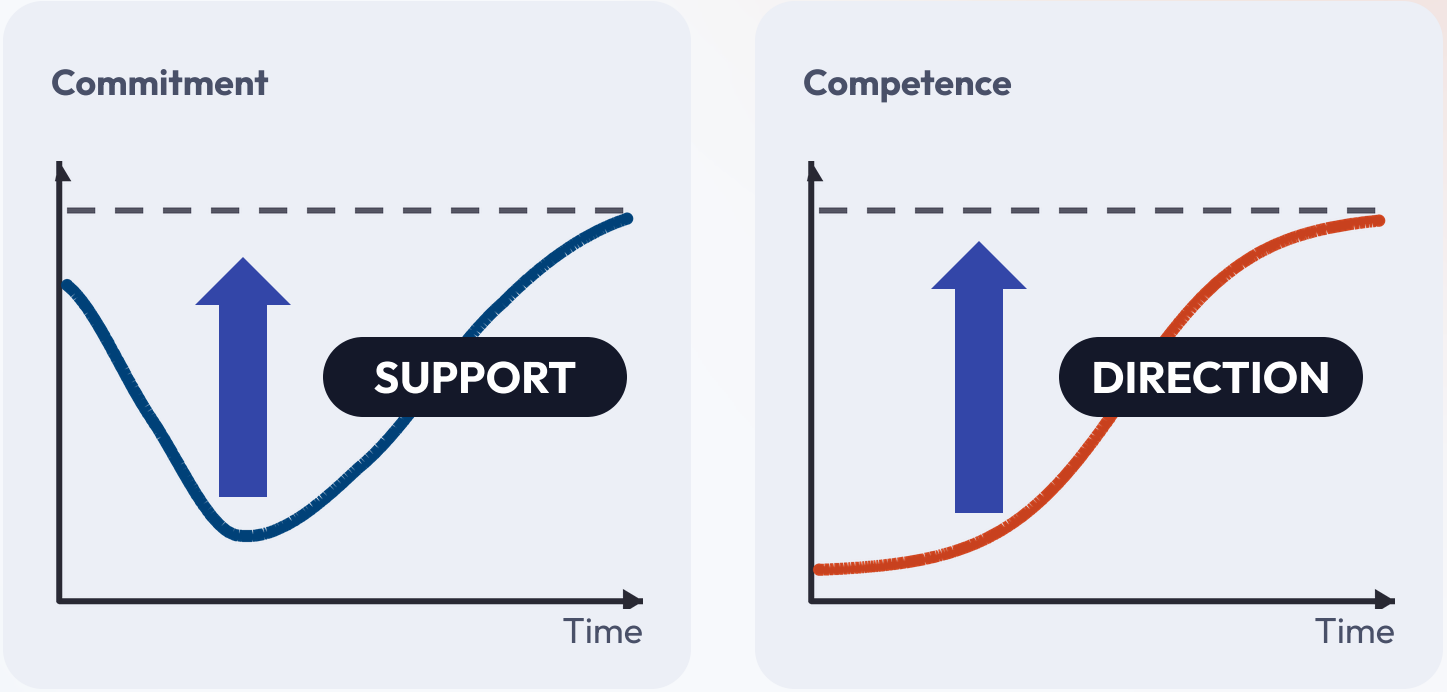


= Desired levels of follower competence and commitment

- **DIRECTION** is primarily used to build competence.
- **SUPPORT** is primarily used to build commitment.

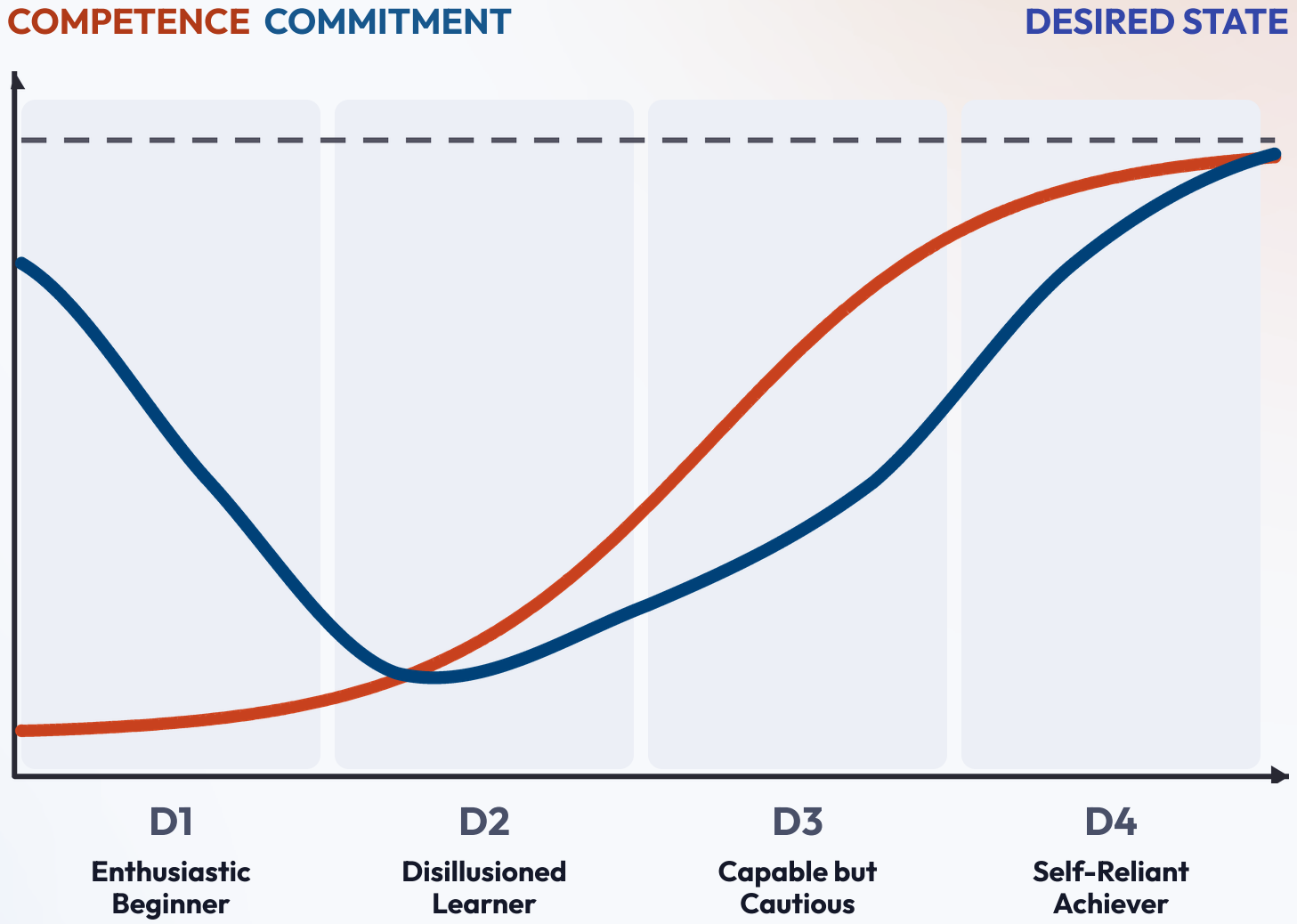
THERE ARE FOUR DISTINCT DEVELOPMENT LEVELS

D1
Low competence
High commitment

D2
Some competence
Low commitment

D3
Moderate to high competence
Variable commitment

D4
High competence
High commitment





MEET SARAH

Sarah is a functional **Finance expert** in her company. She is a confident and seasoned professional in her field.

She has just been **promoted to lead a team** for the first time in her life.

She is in the **third week** of her new role and begins to grasp the different type of challenges of a people-leader role.

How do you diagnose Sarah's development level?

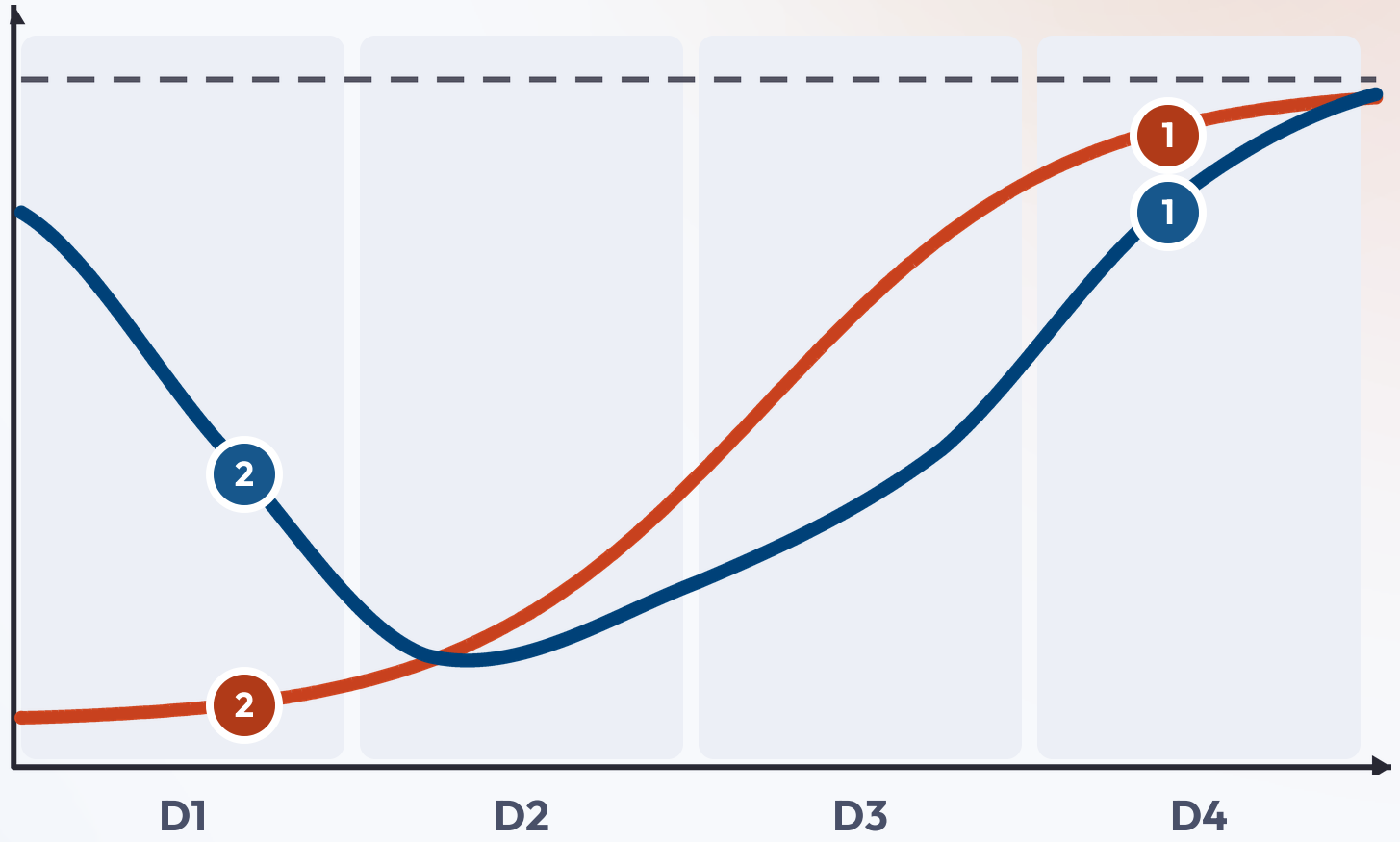
COMMITMENT?

COMPETENCE?

DIAGNOSE SARAH'S DEVELOPMENT



We are all on several stages at once.

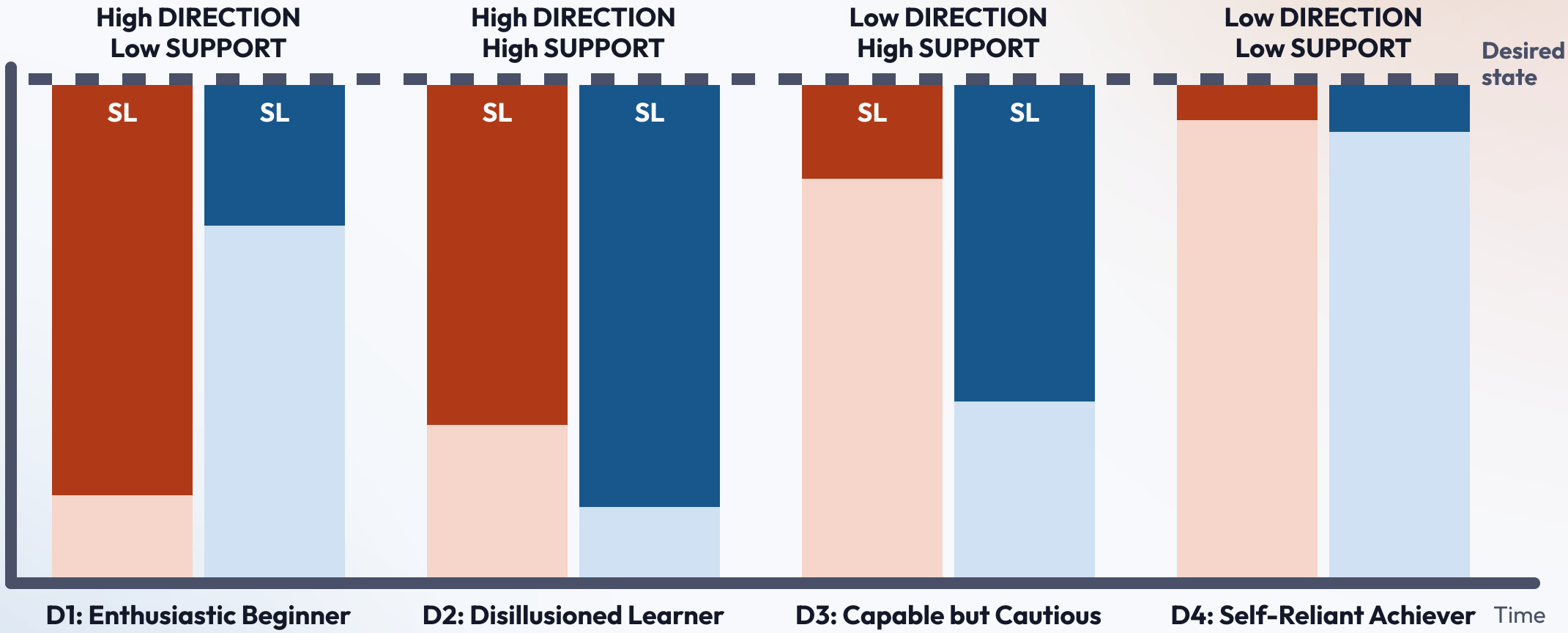


LENS · INTELLECTUAL RESILIENCE

Hold more than one diagnosis; ask, and revise it as you learn.

1. **Finance expert: competence and commitment**
2. **New people leader: competence and confidence**

THERE IS A SUGGESTED RESPONSE TO EACH DEVELOPMENT LEVEL



SL = the situational leader's contribution. DIRECTION fills the competence gap, SUPPORT fills the commitment gap.

Situational Styles, adapted from Hersey & Blanchard: Management of Organizational Behavior (2013), and Blanchard, Zigarmi & Zigarmi: Leadership and the One Minute Manager (2013).

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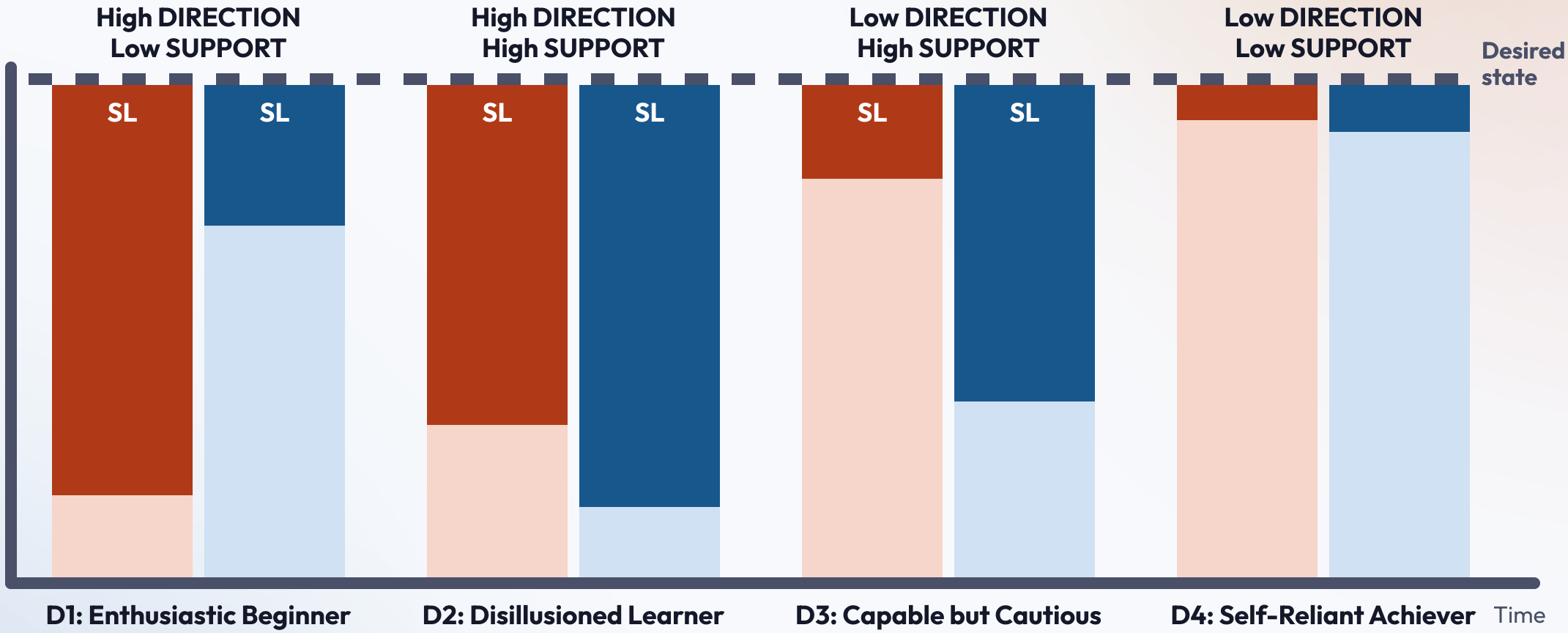


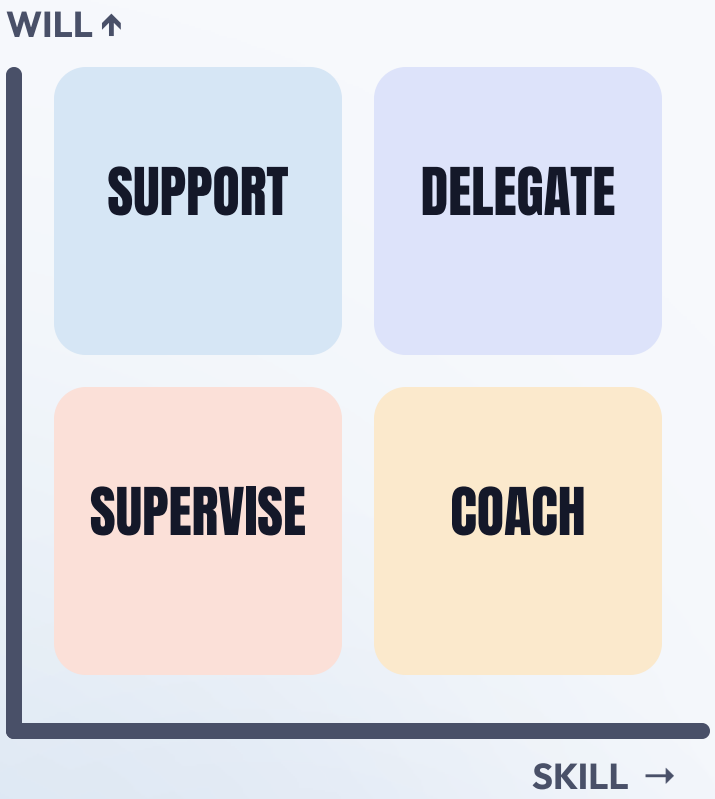
S1 · DIRECTING | **S2 · COACHING** | **S3 · SUPPORTING** | **S4 · DELEGATING**

SL = the situational leader's contribution. DIRECTION fills the competence gap, SUPPORT fills the commitment gap.

Situational Styles, adapted from Hersey & Blanchard: Management of Organizational Behavior (2013), and Blanchard, Zigarmi & Zigarmi: Leadership and the One Minute Manager (2013).

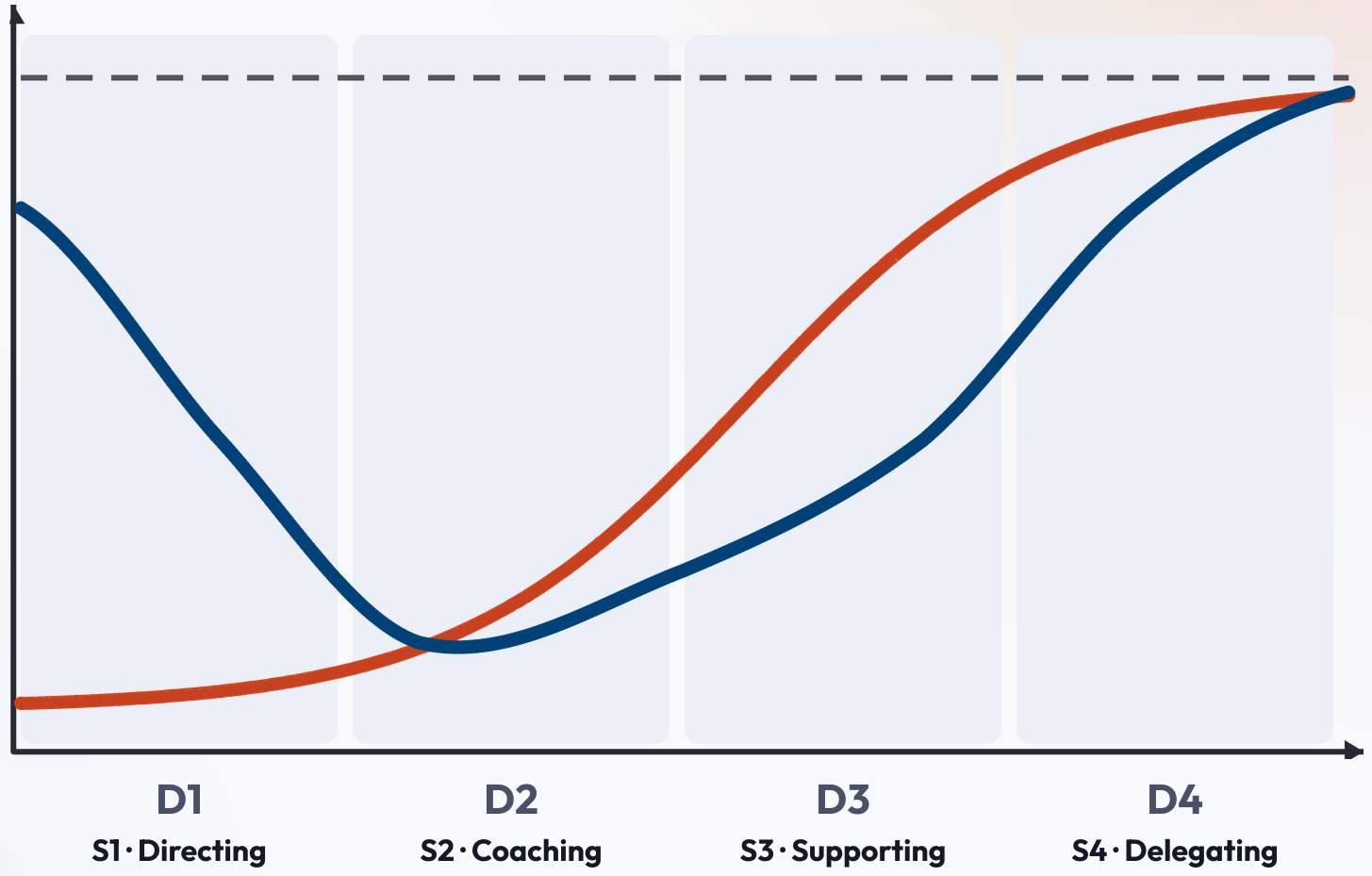
IS THIS THE SAME 'COACHING'?

SKILL/WILL MATRIX



SITUATIONAL STYLES

COMPETENCE COMMITMENT



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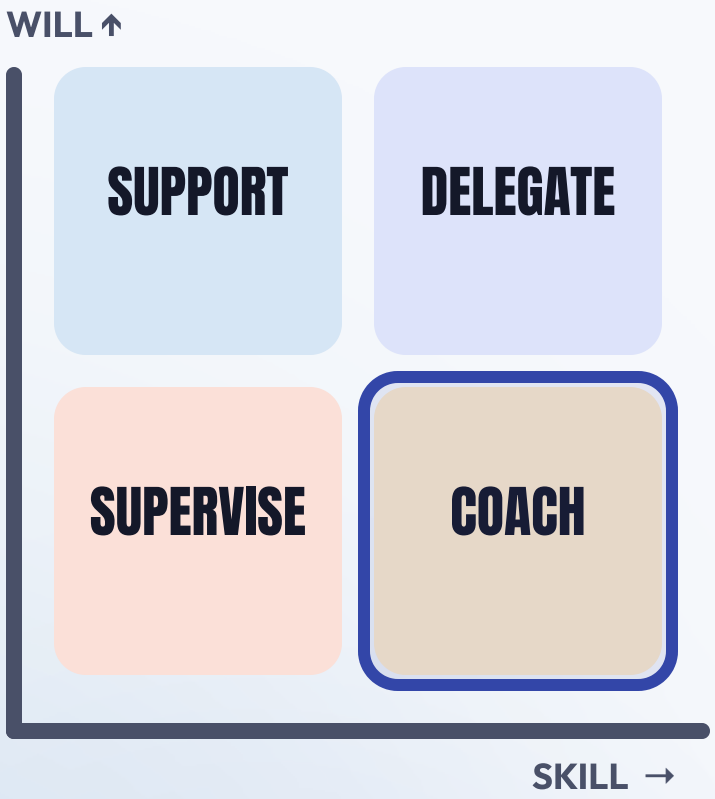
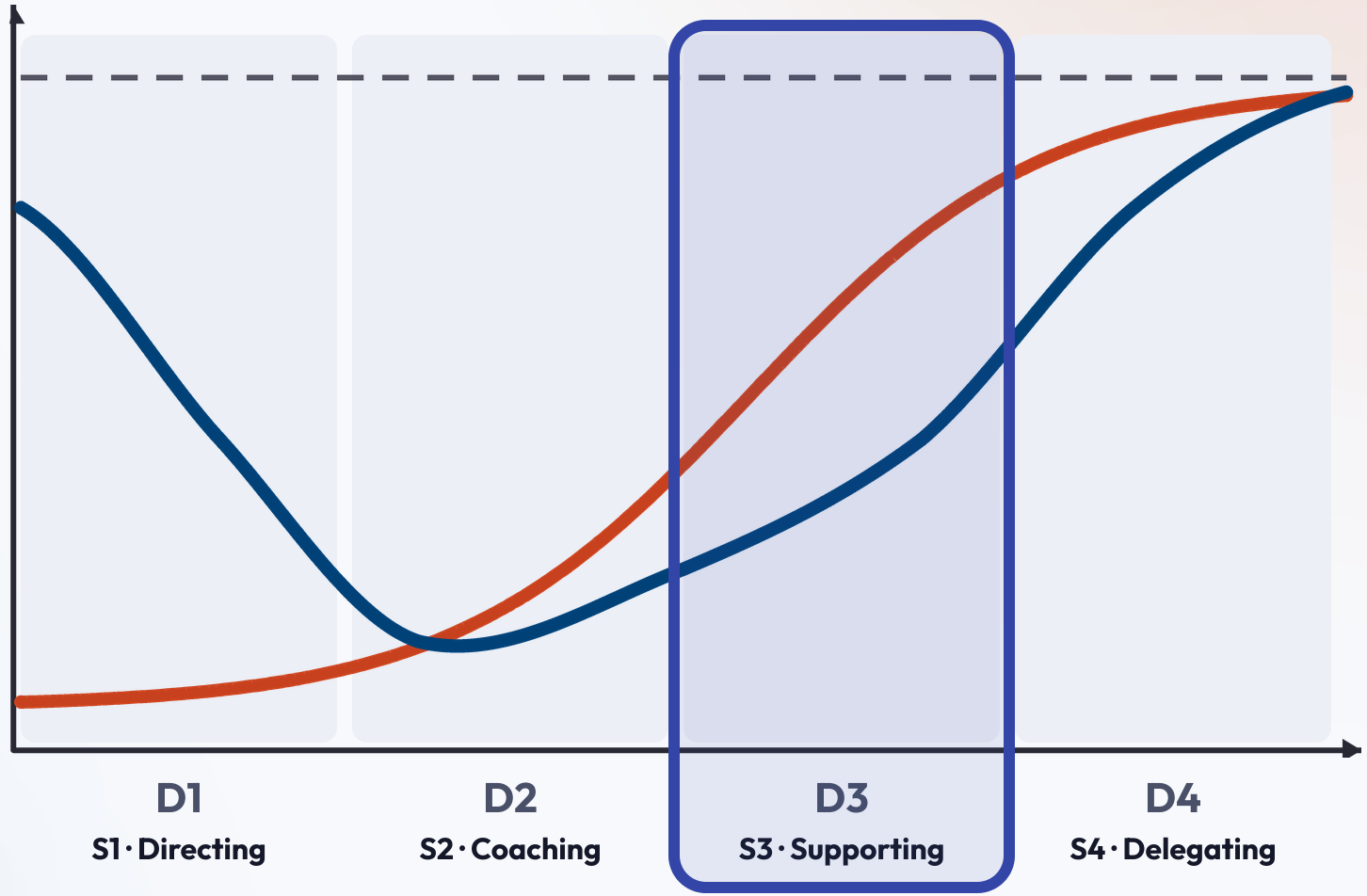


SITUATIONAL STYLES

COMPETENCE COMMITMENT



And mentoring? A mentor offers their own experience for you to consider. A coach helps you explore without giving advice.

No. **Coach** in the Skill/Will Matrix (capable, low will) is **S3 Supporting** here: help capable people find their own way, as the ICF means coaching. **S2 Coaching** = coaching + training + consulting.

CHECKPOINT 1/4

Someone is crushed by how difficult a new task actually is: it needs real effort and discipline.

WHICH DEVELOPMENT LEVEL?

- ○ D3 · Capable but Cautious
- ✓ **D2 · Disillusioned Learner** — ✓ suggested answer
- ○ D4 · Self-Reliant Achiever
- ○ D1 · Enthusiastic Beginner

CHECKPOINT 1/4

Someone is crushed by how difficult a new task actually is: it needs real effort and discipline.

WHICH STYLE FITS?

- ○ S4 · Delegating
- ○ S1 · Directing
- ○ S3 · Supporting
- ✓ **S2 · Coaching** — ✓ suggested answer

CHECKPOINT 2/4

Someone has mastered their field, is confident and motivated.

WHICH DEVELOPMENT LEVEL?

- ○ D1 · Enthusiastic Beginner
- ○ D3 · Capable but Cautious
- ✓ **D4 · Self-Reliant Achiever** — ✓ suggested answer
- ○ D2 · Disillusioned Learner

CHECKPOINT 2/4

Someone has mastered their field, is confident and motivated.

WHICH STYLE FITS?

- ○ S2 · Coaching
- ✓ **S4 · Delegating** — ✓ suggested answer
- ○ S1 · Directing
- ○ S3 · Supporting

CHECKPOINT 3/4

Someone just started something entirely new and is full of excitement.

WHICH DEVELOPMENT LEVEL?

- ○ D4 · Self-Reliant Achiever
- ○ D2 · Disillusioned Learner
- ○ D3 · Capable but Cautious
- ✓ **D1 · Enthusiastic Beginner** — ✓ suggested answer

CHECKPOINT 3/4

Someone just started something entirely new and is full of excitement.

WHICH STYLE FITS?

- ✓ **S1 · Directing** — ✓ suggested answer
- ○ S3 · Supporting
- ○ S4 · Delegating
- ○ S2 · Coaching

CHECKPOINT 4/4

Someone has lots of knowledge, but is still insecure.

WHICH DEVELOPMENT LEVEL?

- ✓ **D3 · Capable but Cautious** — ✓ suggested answer
- ○ D1 · Enthusiastic Beginner
- ○ D2 · Disillusioned Learner
- ○ D4 · Self-Reliant Achiever

CHECKPOINT 4/4

Someone has lots of knowledge, but is still insecure.

WHICH STYLE FITS?

- ○ S2 · Coaching
- ○ S1 · Directing
- ✓ **S3 · Supporting** — ✓ suggested answer
- ○ S4 · Delegating

SUMMARY

SUMMARY

4 development levels are matched by 4 leadership styles.

Using different styles with different people in the same team without explanation will end in failure. Share your style choice.

Is leadership more complex than that? Absolutely. Leadership styles capture only a certain degree of variance in leadership effectiveness.

Followers typically have multiple development levels at the same time.

LENS · VOICE · VIRTUE

Being transparent about why people get different amounts of your time is ethical voice.

LEADERSHIP

“A LEADER IS BEST WHEN PEOPLE BARELY KNOW THE LEADER EXISTS, WHEN THEIR WORK IS DONE, THEIR AIM FULFILLED, THE PEOPLE WILL SAY: WE DID IT OURSELVES.”

Lao Tzu

Which of the four situational styles is closest to this leader?

QUESTION

“A leader is best when people barely know the leader exists, when their work is done, their aim fulfilled, the people will say: we did it ourselves.”

Which of the four situational styles is closest to Lao Tzu's leader?

- ○ Supporting
- ✓ **Delegating** — ✓ suggested answer
- ○ Directing
- ○ Coaching

LEADERSHIP

“A LEADER IS BEST WHEN PEOPLE BARELY KNOW THE LEADER EXISTS, WHEN THEIR WORK IS DONE, THEIR AIM FULFILLED, THE PEOPLE WILL SAY: WE DID IT OURSELVES.”

Lao Tzu

Closest to S4 Delegating. But delegation alone is unrealistic: a leader's job of diagnosing their people is never done.

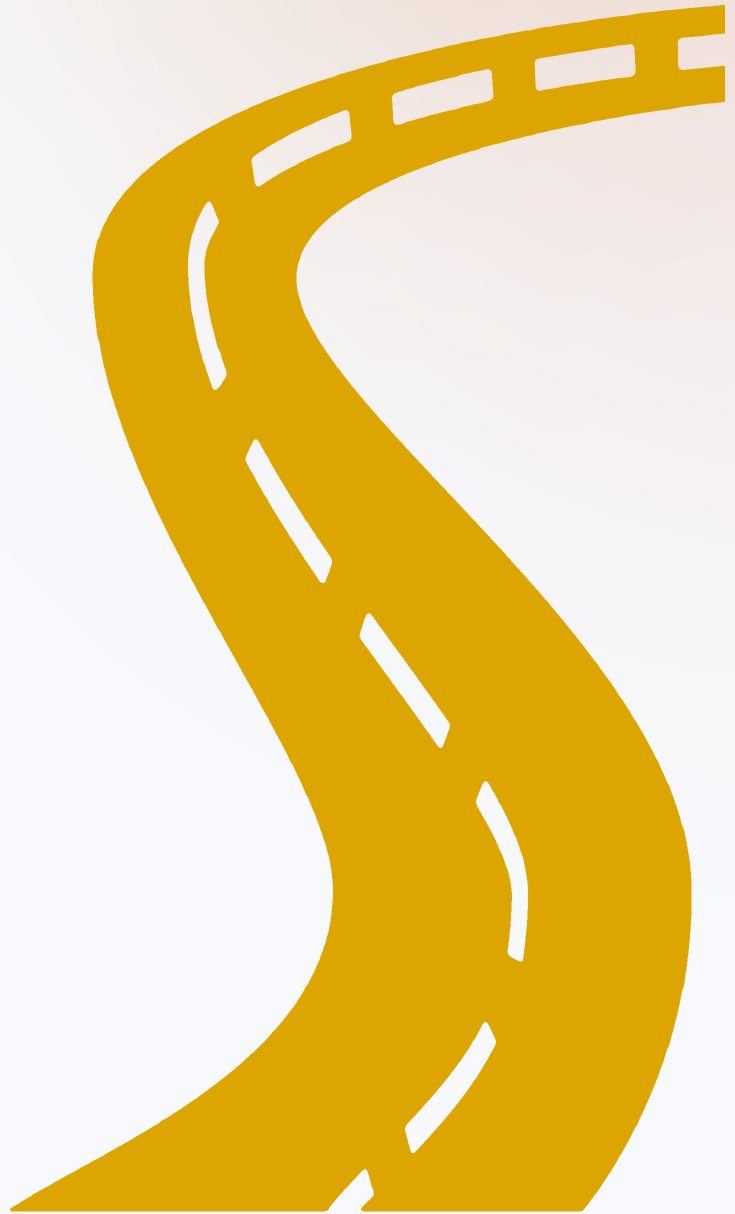
LUNCH

Enjoy your lunch. See you back in the room.

PART 2 · STYLES

STYLES IN PRACTICE

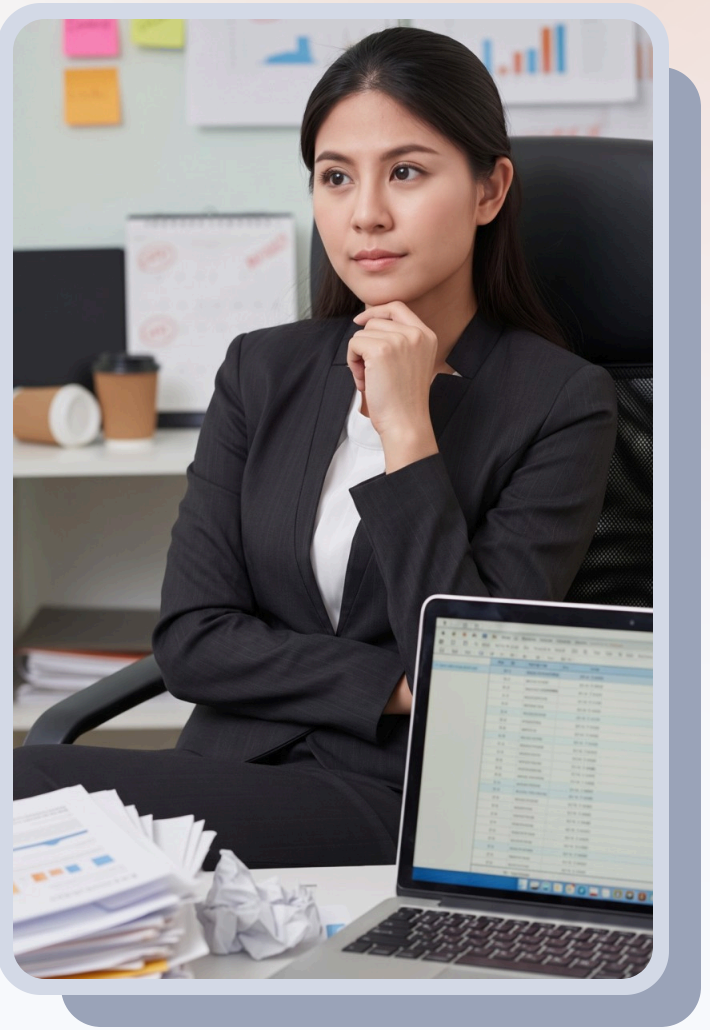
Behaviour clues, a case and a role play



#1 · WHICH DEVELOPMENT LEVEL?

LAUREN

- Has demonstrated knowledge and ability
- Appears hesitant to finish or take the next step
- Seems too scared, overwhelmed and confused for their capability
- Seems reluctant to perform alone
- Questions own ability and seeks very frequent feedback
- Focuses mostly on potential problems
- Lacks self-esteem
- Wants leaders to stay involved
- Often hesitant and resistant



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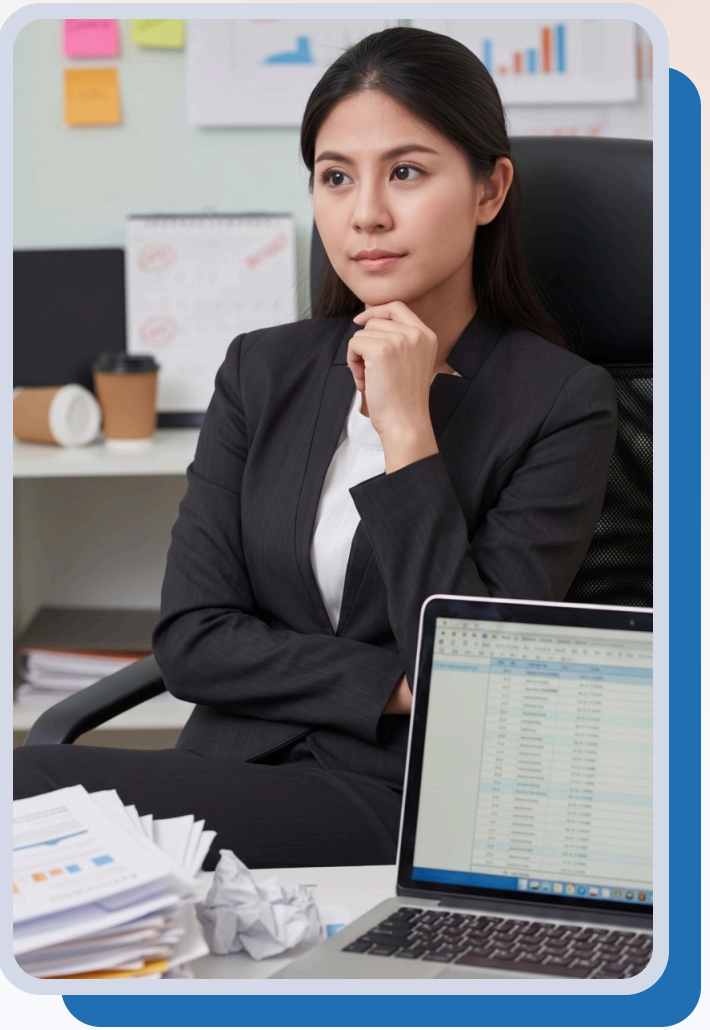
- Questions own ability and seeks very frequent feedback
- Focuses mostly on potential problems
- Lacks self-esteem
- Wants leaders to stay involved
- Often hesitant and resistant

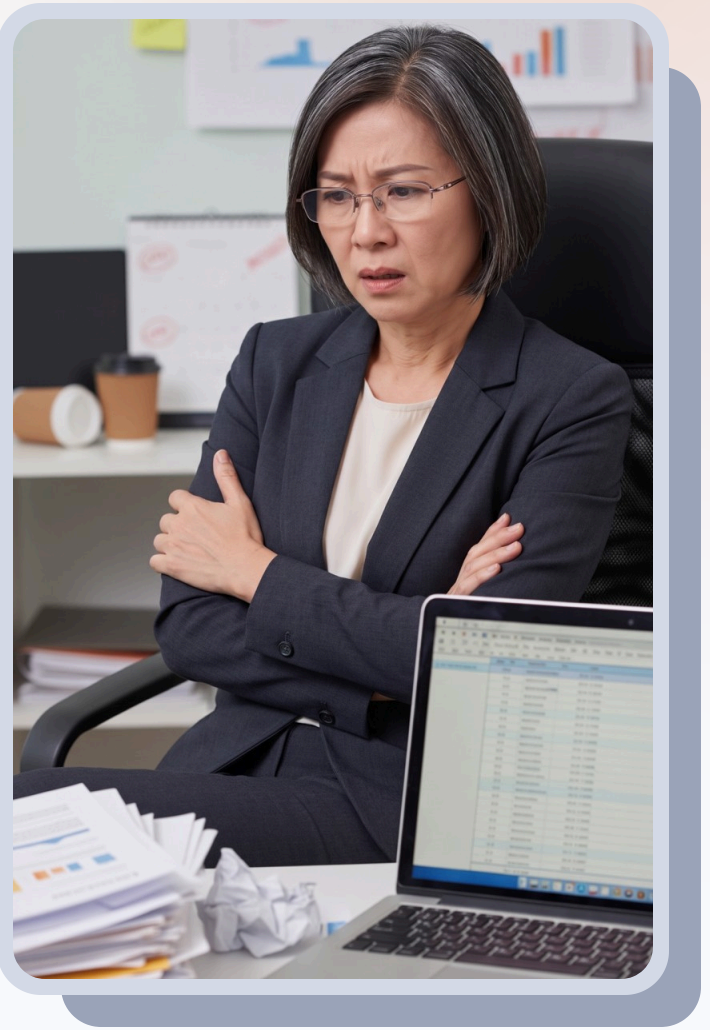


D3 · Capable but Cautious

#2 · WHICH DEVELOPMENT LEVEL?

MDM KWAN

- Intimidated by a task
- Unclear about directions
- Procrastinating
- Tasks are finished late or not at all
- Avoids tasks or 'passes the buck'
- Defensive and uncomfortable, complaining
- Intense frustration or resignation
- Confused and unclear behaviour
- Fear of failure



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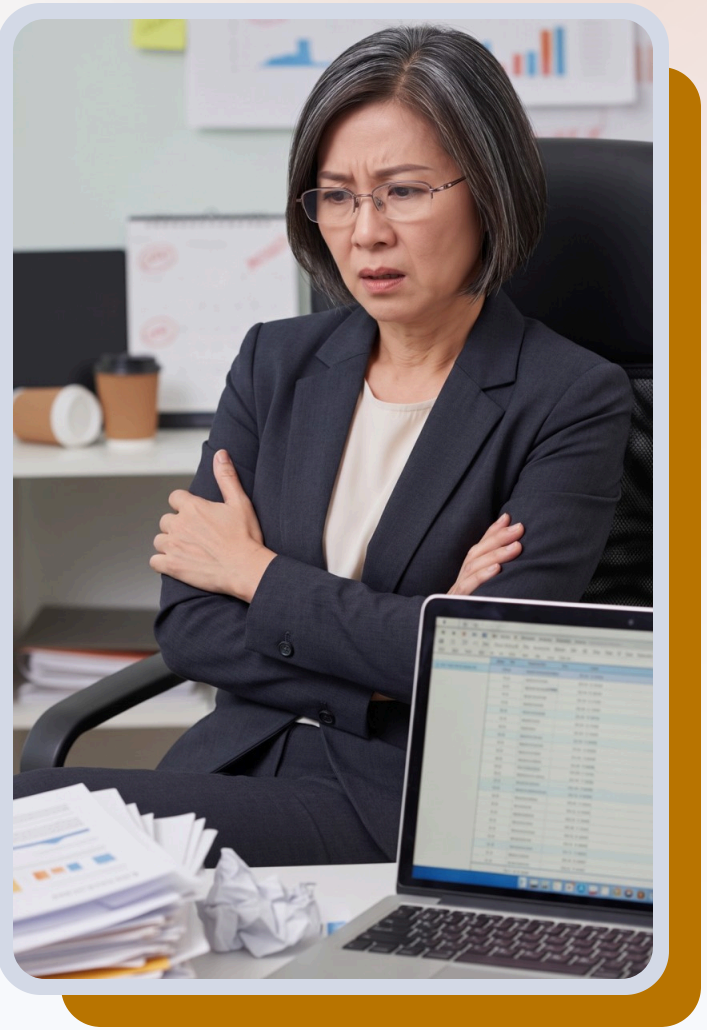
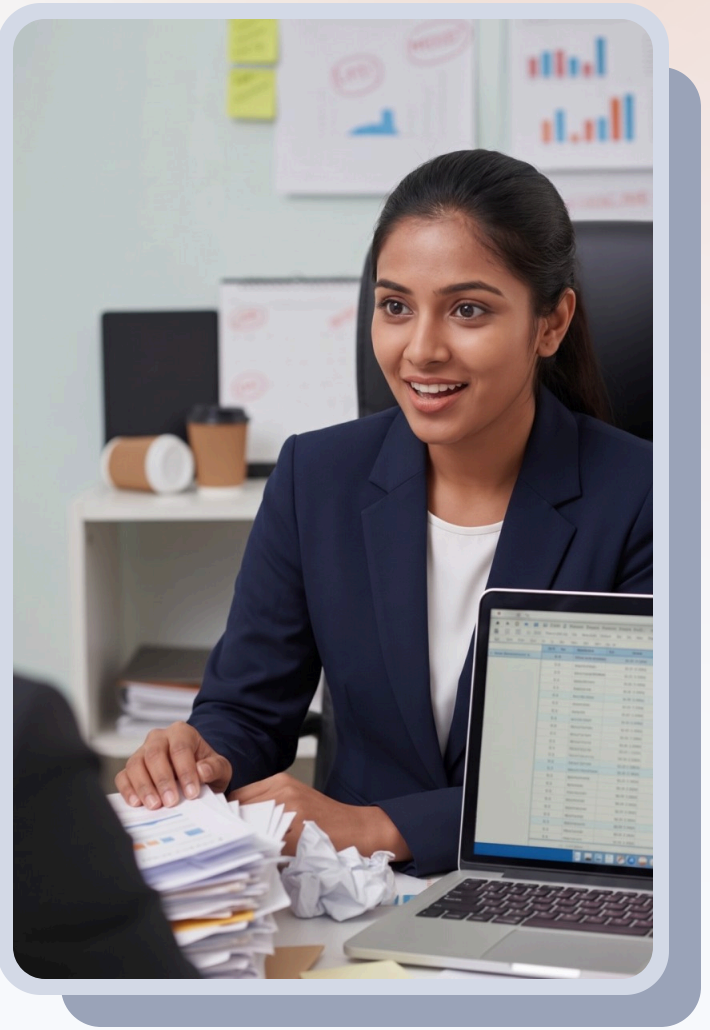


D2 · Disillusioned Learner

#3 · WHICH DEVELOPMENT LEVEL?

PRIYA

- Speaks quickly and intensely
- Seeks clarity
- Nods; makes 'yes, I know' type comments, seems eager
- Listens carefully
- Accepts tasks and acts quickly
- Anxious, excited, interested, attentive, enthusiastic
- New task, no experience



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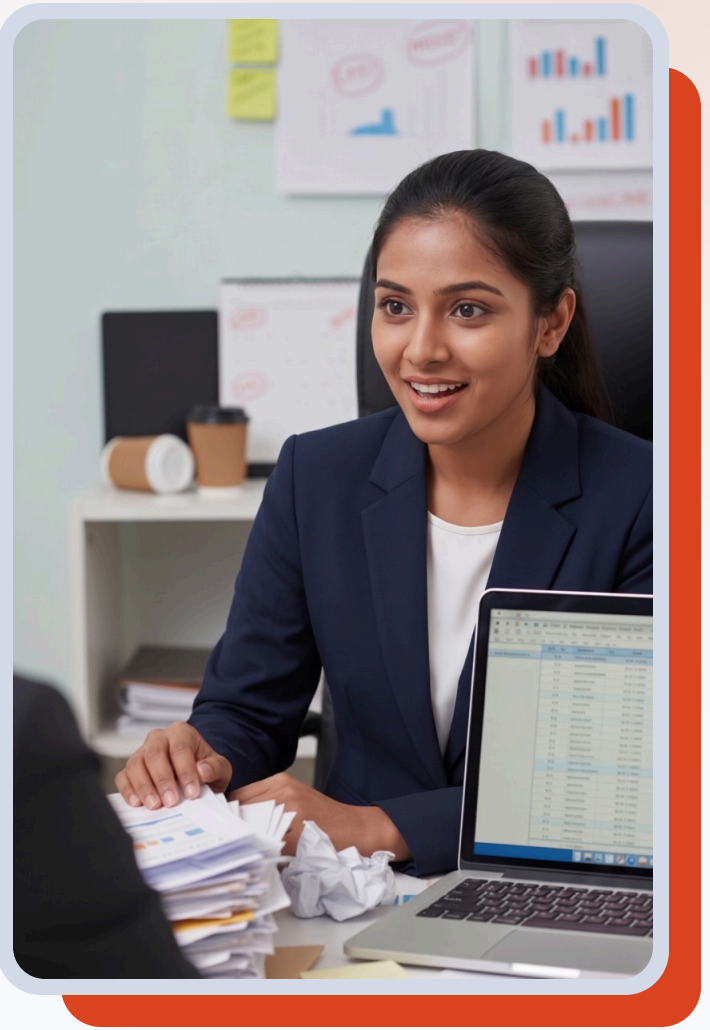

D1 · Enthusiastic Beginner

#4 · WHICH DEVELOPMENT LEVEL?

NURUL

- Keeps boss informed about progress
- Makes efficient use of resources
- Responsible and results-oriented
- Knowledgeable, sharing and helping
- Can operate autonomously
- Shares both good and bad news
- Performs to high standards
- Is confident about own expertise



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- Keeps boss informed about progress
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D4 · Self-Reliant Achiever

SAME PERSON

- Speaks quickly and intensely
- Seeks clarity
- Nods; makes 'yes, I know' type comments, seems eager
- Listens carefully
- Accepts tasks and acts quickly
- Anxious, excited, interested, attentive, enthusiastic
- New task, no experience



D1 · Enthusiastic Beginner

SAME PERSON

- Intimidated by a task
- Unclear about directions
- Procrastinating
- Tasks are finished late or not at all
- Avoids tasks or 'passes the buck'
- Defensive and uncomfortable, complaining
- Intense frustration or resignation
- Confused and unclear behaviour
- Fear of failure



D2 · Disillusioned Learner

SAME PERSON

- Has demonstrated knowledge and ability
- Appears hesitant to finish or take the next step
- Seems too scared, overwhelmed and confused for their capability
- Seems reluctant to perform alone
- Questions own ability and seeks very frequent feedback
- Focuses mostly on potential problems
- Lacks self-esteem
- Wants leaders to stay involved
- Often hesitant and resistant



D3 · Capable but Cautious

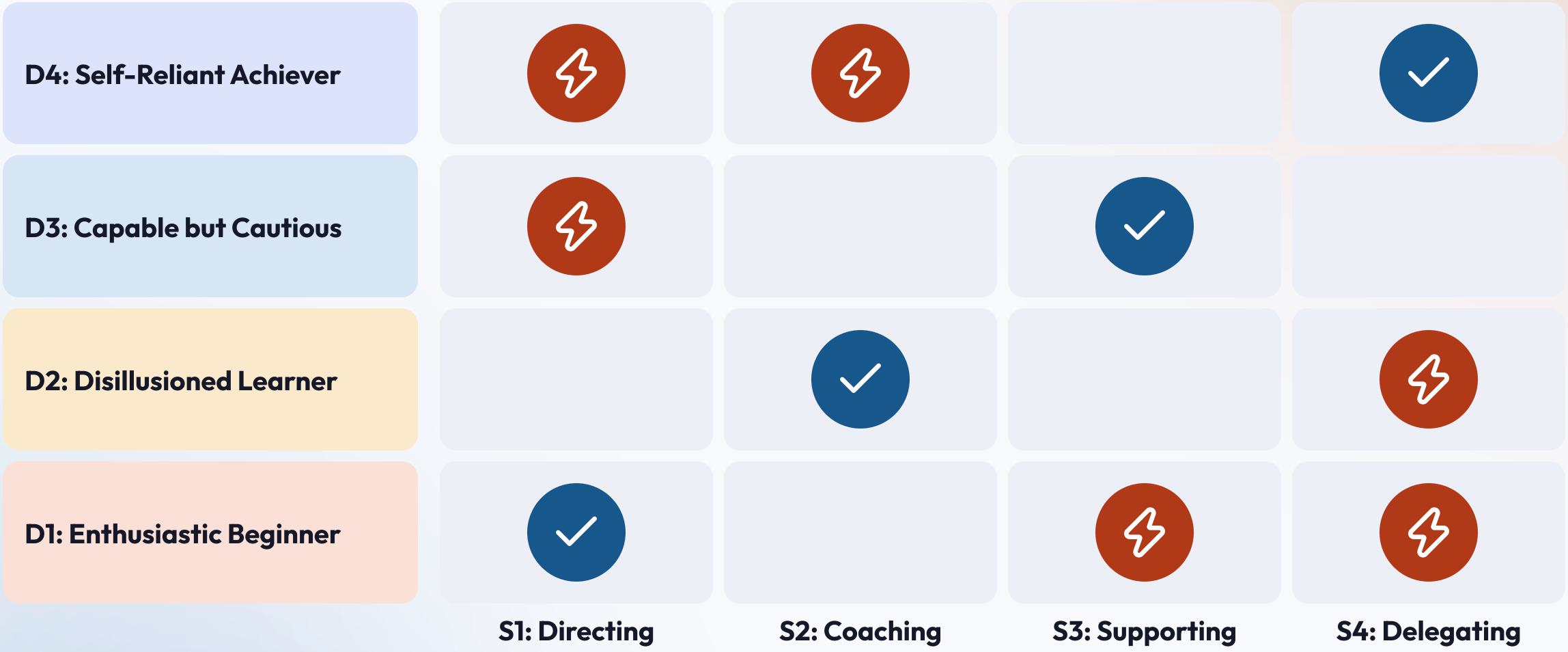
SAME PERSON

- Keeps boss informed about progress
- Makes efficient use of resources
- Responsible and results-oriented
- Knowledgeable, sharing and helping
- Can operate autonomously
- Shares both good and bad news
- Performs to high standards
- Is confident about own expertise



D4 · Self-Reliant Achiever

MATCHING STYLE AND NEEDS

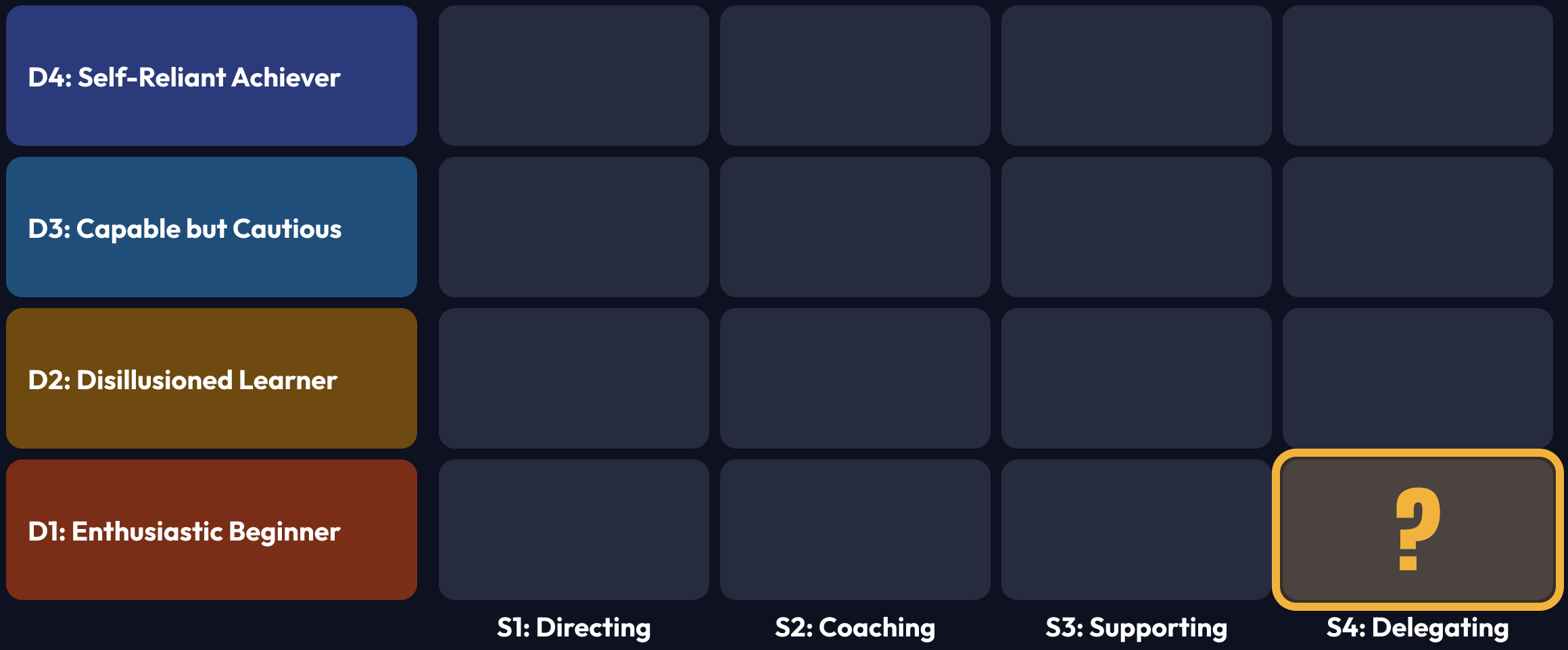


MATCHING STYLE AND NEEDS - DISCUSSION

	S1: Directing	S2: Coaching	S3: Supporting	S4: Delegating
D4: Self-Reliant Achiever	?			
D3: Capable but Cautious				
D2: Disillusioned Learner				
D1: Enthusiastic Beginner				

WHEN COULD S1 DIRECTING FIT A D4?

MATCHING STYLE AND NEEDS - DISCUSSION



WHEN COULD S4 DELEGATING FIT A D1?

CASE STUDY 1

You serve as the Project Director in your department and have been assigned responsibility to design and implement a new initiative. You have hired a Project Team that is eager to begin working with you on it. You have scheduled a series of planning meetings. **At these first meetings of the team, you would...**

A Make sure that you define the responsibilities of the team, present an overview of the design process you are going to use, direct the work of the team in developing the new project, and closely monitor progress.

B Direct the work of the team in designing and implementing the new project and encourage team members to work together by recommending ideas, making decisions on the final design, and implementing the project.

C Facilitate the work of the team by encouraging cooperation and involvement of all team members as they design and implement the new project.

D Allow the team to design and implement the project on their own with your support and with the resources that you have given them.

CASE STUDY 1 · RANKING

Case 1: rank the four responses, from most to least appropriate.

1. A · Define roles, present the process, direct and monitor closely
2. B · Direct the work, recommend ideas, decide the final design
3. C · Facilitate cooperation and involvement
4. D · Let the team design and implement on their own

✓ suggested order: A 1, B 2, C 3, D 4

CASE STUDY 1 · SUGGESTED ANSWER

A	1
B	(2)
C	(3)
D	4

- This is a **D1 team (Enthusiastic Beginner)** that needs an **S1 (Directing)** leader.
- They are enthusiastic but not yet competent.
- The leader needs to provide DIRECTION and information, and develop the skills of the team. The best response is A (S1).
- As the team develops competence, the leader can adjust toward coaching or supporting.

EXPERIENCING STYLES · ROLE PLAY

LET'S TRY THIS!

THE SCENARIO

- Monthly 2h big project meeting (20+ people)
- Two parts: 1h KPI review + 1h brainstorming
- High profile, needs prep; results shared visually within 2 days
- You are Maik's manager. It's his turn next month.
- **Non-negotiable: Maik runs the entire 2-hour meeting. Not doing it is not an option.**

THE FOUR SCENES: SAME TASK, FOUR STYLES

1 · Directing	Maik is a D1 Enthusiastic Beginner. The gap is knowledge, not motivation.
2 · Coaching	Maik is a D2 Disillusioned Learner. The gaps are knowledge and confidence.
3 · Supporting	Maik is a D3 Capable but Cautious. The gap is confidence and/or motivation, not knowledge.
4 · Delegating	Maik is a D4 Self-Reliant Achiever. No gap: hand it over.

GROUPS OF 4

Discuss how you would play each scene as the manager: your first line, and what you would do if Maik pushes back. Then I am looking for a volunteer manager.

ROLE PLAY · OBSERVERS

WATCH AND NOTICE

WHAT WAS NOTICEABLE TO YOU WHEN YOU OBSERVED THIS CONVERSATION?

After each scene, post it on your phone. Anything you notice counts.

SCENE 1 · DIRECTING · DEBRIEF

WHAT WORKED IN DIRECTING?

- **Gather what he knows first.** Find the gap before you fill it: 'What do you already know about running this meeting?'
- **'Walk the stairs' together.** Talk for two minutes, then stop and let him catch up: 'What's your thinking right now?'
- **Check for understanding with an open question.** 'Are we good?' only gets a yes, even from someone who is totally confused.
- **Keep your language sharp.** No could, should, maybe, normally: every soft word gives him a way to wiggle.

What else could we do?

SCENE 2 · COACHING · DEBRIEF

WHAT WORKED IN COACHING?

- **Emotion before content.** Address confidence and motivation first, and only then the knowledge gap.
- **Understand the concerns and play them back.** Say what you heard.
- **Make mini agreements.** Agree together how you use the time and what comes next.
- **Thank him.** Recognise what he brings and his willingness to take it on.

What else could we do?

SCENE 3 · SUPPORTING · DEBRIEF

WHAT WORKED IN SUPPORTING?

- **Understand the concerns.** Listen before you solve.
- **Help him find his own way.** Ask for his recommendation before you give yours.
- **Name the non-negotiables and the freedom.** Where can he think and decide freely?
- **Correct if necessary.** Supporting is not silence when something goes off track.

What else could we do?

SCENE 4 · DELEGATING · DEBRIEF

WHAT WORKED IN DELEGATING?

- **Delegating is not hands-off.** It is a style for one aspect of his work, not for the whole person.
- **Still check in.** Ask a question or two to confirm your diagnosis.
- **Hand it over with a mini agreement.** Agree how and when he keeps you informed, then stay out of the how.
- **Make sure it does not sound like directing.** The difference is fleeting.

What else could we do?

CLOSING THOUGHTS ON SITUATIONAL STYLES

THE GOOD AND THE BAD

THE GOOD

- The simplicity of the model makes it easy to apply.
- Simple scales give a 'thumb in the wind' assessment of which style to use.
- Maturity and competence of the group are often overlooked factors in good leadership; it helps to focus on these.

THE BAD

- It may not fit managers with limited power, or time pressure and task complexity.
- It does not consider cultural differences in leadership. It also ignores gender entirely.
- Applied inconsistently, it can confuse people: they do not know what to expect, which breeds fear and insecurity.

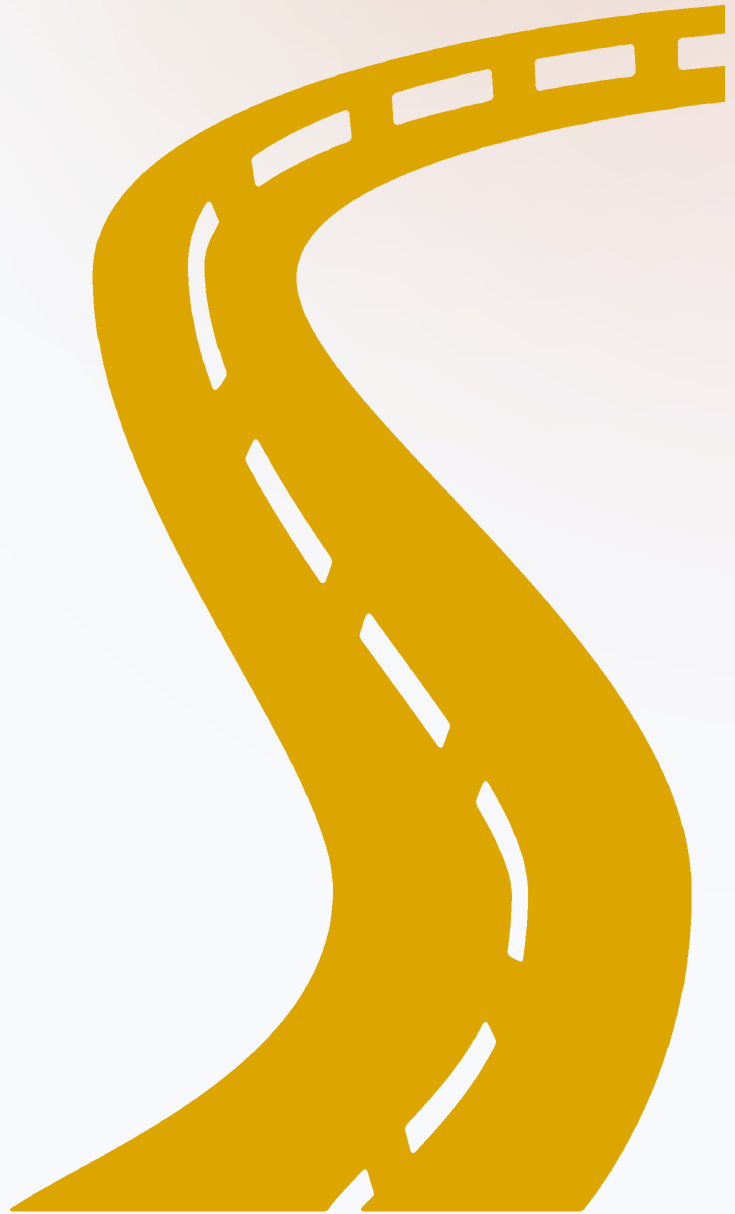
LENS · VALUES · INTELLECTUAL RESILIENCE

Question the model: whose culture and whose norms does it assume?

PART 3 · POWER TOOLS

LET'S COACH!

Coaching vs advising · Be a standout listener



ROUND 1 · ADVICE

GIVE YOUR BEST ADVICE

In pairs: one of you brings a real challenge you face right now, the other helps.

Find a partner in the room, at random.

YOU:

Give your best advice and solutions, out loud.

ROUND 2 · QUESTIONS ONLY

NOW ONLY ASK QUESTIONS

Same pair, same challenge. Ask only open-ended questions that invite your partner to explore and find their own solutions.

FOR EXAMPLE

What does 'great' look like?

What strategies could you borrow from others?

Which of your strengths might you use here?

QUESTIONS THAT WORK

1. What's your goal?
2. What's the ideal outcome?
3. What's the real challenge in that for you?
4. What is in your control here? What can you influence?
5. What do you want to experiment with to make it happen?
6. What should be your very next step?
7. How will you recognise that you are making progress?
8. What obstacle might get in the way?
9. How would you deal with it?
10. What did you take away from this conversation?

Make it commit; send it through.

TWO HANDLES FOR ANY CONVERSATION

↓↑ TELL ME MORE ABOUT...

⇆ AND WHAT ELSE...?

Go deeper (vertical) or wider (horizontal). Share advice only after exploring the exact challenge.

QUESTION

Which question invites the other person's thinking?

- ○ Have you tried my method?
- ✓ **What is the real challenge for you?** ✓ suggested answer
- ○ Why didn't you plan properly?
- ○ Wouldn't my approach work better?

RED THREAD · ETHICS AND RESILIENCE

WHERE DID YOU SEE THEM TODAY?

THE FOUR V'S OF ETHICAL LEADERSHIP

VALUES

VISION

VOICE

VIRTUE

SMU RESILIENCE FRAMEWORK

EMOTIONAL

SOCIAL

INTELLECTUAL

NEXT · END-OF-DAY QUIZ

A capable colleague is afraid to report a mistake. What best combines ethical leadership and resilience? Get your phone ready.

END-OF-DAY QUIZ

A capable colleague is afraid to report a mistake. What best combines ethical leadership and resilience?

- ○ Keep it quiet to protect the team
- ○ Tell them to be more confident
- ✓ **Agree a safe, truthful way to report it, support them, then review what we learn** — ✓ suggested answer
- ○ Take the task away from them

AT THE END OF THE WORKSHOP

1. Broad view of Leadership
   Understanding of Leadership Styles
2. Knowing your preferred Style
   Applying and Playing with Styles
3. Learn Power Coaching Tools

LEADERSHIP

LEADERSHIP IS ACTION, NOT POSITION.

Donald H. McGannon

HANDOUTS

THE COMPLETE SET, INCL. CASE ANSWERS

Everything from today, all slides revealed, plus the answer sheets for all four case studies.

https://link.intellicoach.com/smu-styles-complete



POST-WORKSHOP · SMU ELEARN

SMU ELEARN QUIZ

12
questions

3
attempts

40
minutes per attempt

Due Sunday 6 December, 23:59

- Opens today, Saturday 28 November, from 5 pm. Log in to eLearn, search **PGPD - Mastering Leadership Styles**, go to **Quizzes**.
- Pass mark 9 of 12. Open book.
- Your attendance record is finalised only after you pass.
- Need a reset after three attempts? Email the SMU administrators (masters@smu.edu.sg).

FEEDBACK

FEEDBACK FOR THE PGPD WORKSHOP

Dear students, please scan the QR code to complete the feedback for this workshop. Select this workshop's name from the dropdown list. Thank you!

Workshop: Mastering Leadership Styles · Saturday 28 November 2026

THANK YOU! LET'S CONNECT



maik.intellicoach.com

Scan for my video intro · LinkedIn posts on leading and coaching · my podcast · book a conversation with me

CASE STUDY 1 · THE CASE

You serve as the Project Director in your department and have been assigned responsibility to design and implement a new initiative. You have hired/recruited a Project Team that is eager to begin working with you in developing and implementing the new initiative. You have scheduled a series of planning meetings with your Team. At these first meetings of the Team, **You would...**

A Make sure that you define the responsibilities of the team, present an overview of the design process you are going to use, direct the work of the team in developing the new project, and closely monitor progress in implementing the project.

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C Facilitate the work of the team by encouraging cooperation and involvement of all team members as they design and implement the new project.

D Allow the team to design and implement the project on their own with your support and with the resources that you have given them.

CASE STUDY 2 · THE CASE

The Team that you coordinate as Project Director has been working reasonably well together over the past year to design and implement the organization's plans and projects with your input and facilitation. As the new year begins, a number of new projects are being introduced and several new members are being added to the team who do not have previous experience with your projects. **You would...**

A Use several Team meetings to direct the work of the team in creating the new programs, while teaching the new members about the organization's work and their new role. Then work to closely monitor the performance of the entire team as they introduce the new projects.

B Guide the entire team in creating the new projects, incorporate the ideas and suggestions of all team members, encourage effective teamwork, and take time to introduce the new team members.

C Welcome the new members to the team, put them with other members of the team who can help them learn how to design and implement the organization's projects, while you facilitate team development and teamwork.

D Ask if there is anything you can do to help the new members and support their excitement about being new team members.

CASE STUDY 3 · THE CASE

As Project Director you have worked closely with one of your teams for several years. Their work is excellent and the team gets along well together. Recognizing their abilities, you feel they can now work more on their own. You have begun this year to redirect your energies to other projects and teams, and they have continued to work effectively. You must now ask them to accept additional tasks and responsibilities. **You would...**

A Assign them the new responsibility, make sure they know what to do, and supervise them closely.

B Give them the new responsibility. Tell them that you are pleased with their past performance and that you are sure they will do well with this new responsibility. Facilitate the team's meetings.

C Make sure they know what you want them to do, but incorporate any helpful suggestions they have.

D Let them determine how to complete the new responsibility and be available to support them and provide the information and resources that will be needed.

CASE STUDY 4 · THE CASE

You have just been appointed Project Director. One of the teams that you are about to lead has worked together for several months. You have found that the team is beginning to perform effectively on the tasks assigned to them, but is somewhat overwhelmed by the project and the demands of working together as a team. You are unsure about how you fit into the group and what your role should be. **You would...**

A Assume the leadership of the team, direct the design and implementation of its projects and tasks, and closely monitor their performance.

B Facilitate the planning and implementation of the team's work and develop the ability of team members to work together.

C Do what you can to make the team feel important and involved, and support their continued work.

D Attend the team meetings, but let the team continue to work as it has in the past year.

CASE STUDY 1 · SUGGESTED ANSWER

A	1
B	(2)
C	(3)
D	4

- This is a **D1 team (Enthusiastic Beginner)** that needs an **S1 (Directing)** leader.
- They are enthusiastic but not yet competent.
- The leader needs to provide DIRECTION and information, and develop the skills of the team.
- As the team develops competence, the leader can adjust his or her style toward the styles of Coaching or Supporting.
- **Best response: A (S1).**

CASE STUDY 2 · SUGGESTED ANSWER

A	(2)
B	1
C	(3)
D	4

- This is a D3 group (Capable but Cautious, Performer), but with the addition of new projects and team members they are now a **D2 team (Disillusioned Learner)** that needs DIRECTION and SUPPORT from the leader (**S2 Coaching**).
- With the leader's assistance, the team can move quickly to D3 because they have demonstrated that they can learn and do their tasks effectively and function well together.
- The best style for the new leader is **S2 Coaching**, gradually moving toward S3 (Supporting) as the team masters the new projects.
- **Best response: B.**

CASE STUDY 3 · SUGGESTED ANSWER

A	4
B	(2)
C	(3)
D	1

- This is a **D4 team (Self-Reliant Achiever)** and the leader's style has been S4 (Delegating) for the past year.
- They have shown that they can do the current work and function effectively as a team.
- To respect them as Self-Reliant Achievers, the leader delegates full responsibility, while being of assistance as needed.
- **Best response: D.**

CASE STUDY 4 · SUGGESTED ANSWER

A	(2)
B	1
C	(3)
D	4

- This is a **D2 team (Disillusioned Learner)** that is learning the task, but needs the leader's SUPPORT.
- They are overwhelmed, which is natural as they learn the scope of the work.
- This calls for an **S2 (Coaching)** leadership style that is concerned with continuing task accomplishment, while developing the ability of the team to work effectively together.
- They need supportive behaviours to complement the facilitation of the team's work.
- **Best response: B.**