

DEPARTMENT OF THE AIR FORCE
Thomas N. Barnes Center for Enlisted Education (AETC)
Maxwell AFB, AL 36118

01 Mar 17

AIRMAN LEADERSHIP SCHOOL
STUDENT GUIDE

PART I
COVER SHEET

LESSON TITLE: CF04, FULL RANGE LEADERSHIP

TIME: 4 Hours

METHOD: Guided Discussion and Experiential Exercises

REFERENCES:

- BusinessDictionary.com website. Management by Exception (MBE)
<http://www.businessdictionary.com/definition/management-by-exception-MBE.html>
(accessed 4 May 16).
- Cherry, Kendra. Psychology: Introduction to Operant Conditioning.
<http://psychology.about.com/od/behavioralpsychology/a/introopcond.htm> (accessed 4 May 16).
- Kinicki-Kreitner. Organizational Behavior: Key Concepts, Skills, and Best Practices, Fourth Edition. The McGraw-Hill Companies (2009).
- Management Study Guide website. Fiedler's Contingency Model.
<http://www.managementstudyguide.com/fiedlers-contingency-model.htm> (accessed 4 May 16).
- Merriam-Webster website. "Situation." <http://www.merriam-webster.com/dictionary/situation?show=0&t=1308773258> (accessed 4 May 16).
- Peter Salovey and John D. Mayer, "*Emotional Intelligence*," 1990 Baywood Publishing Co., Inc.
- Stafford, Mathew C., The Full Range Leadership Model: A Brief Primer (Air University, 2010).
- Wright State University website. Motivating Others Through Goals and Rewards.
<http://www.wright.edu/~scott.williams/LeaderLetter/motivating.htm> (accessed 4 May 16).

STUDENT PREPARATION: Read student guide (approx. 6,626 words, 55 minutes), complete the “How Intrinsically Motivated Are You” survey prior to the lesson, complete the electronic Self-Assessment of Leadership Behavior (e-SALB), and attachment 2 of this document.

PART IA

GENERAL LEARNING OUTCOME: Students who graduate from Airman Leadership School should be able to understand that:

1. Effective leaders influence subordinates to bring about a change in behavior
2. Leaders work at being able to provide subordinates what they need in order to motivate them to perform
3. Effective leaders adjust their behaviors to motivate their subordinates to perform

SUPPORTED COMPETENCIES/DIRECTIVES:

This lesson supports the following *AF Institutional Competencies*:

- Leading People
 - Develops and Inspires Others
 - Takes Care of People
- Fostering Collaborative Relationships
 - Builds Teams and Coalitions
- Embodies Airman Culture
 - Develop Self

This lesson also supports AFI 36-2618, *The Enlisted Force Structure*.

TERMINAL COGNITIVE OBJECTIVE Comprehend Full Range Leadership (FRL) concepts and their impact on NCO, subordinate, unit, and mission effectiveness.

TERMINAL COGNITIVE SAMPLES OF BEHAVIOR:

1. Explain the FRL model and its impact on NCO, subordinate, unit, and mission effectiveness.
2. Give examples of FRL and their impact on NCO, subordinate, unit, and mission effectiveness.
3. Predict the impact of FRL on NCO, subordinate, unit, and mission effectiveness.

AFFECTIVE OBJECTIVE: Value Full Range Leadership (FRL) concepts and their impact on NCO, subordinate, and mission effectiveness.

PART IB

ORGANIZATIONAL PATTERN: Topical

ASSOCIATED LESSONS: Since this lesson is a Course Foundation, it is associated with all other ALS lessons.

PART IC

LESSON OUTLINE:

CONTENT
INTRODUCTION: Attention, Motivation, and Overview
MP 1. The Evolution of FRL
MP 2. Motivational Theories
MP 3. Full Range Leadership Model
MP 4. Transactional versus Transformational Leadership
MP 5. Electronic Self-Assessment of Leadership Behavior (e-SALB)
PART II STUDENT READING

Recognizing and developing the full leadership potential of people has become a strategic initiative in some of today's most successful global organizations. Along with these organizations, the Air Force uses training and mentoring concepts along with processes to develop leaders for today's, and tomorrow's, air and space force. As NCOs, we must be committed to discovering, nurturing, and developing greatness in our Airmen. With this in mind, take a moment to reflect upon your responses to the following questions:

- Do you have a workable plan to cultivate the greatness of the people in your organization?
- How will you help them realize their potential to excel?
- Are you able to carefully scrutinize and evaluate their actions?
- Are you able to set goal for them and use rewards and discipline (even punishment) to move them closer to their goals?
- Can you role model in your own behavior what you expect from them?
- Is it possible for you to inspire them to cooperate with your organization's internal

and external stakeholders?

- Are you capable of challenging them to rethink their basic assumptions and rework their ways of doing things?
- Are you patient enough to coach them in a way that develops their strengths to their full potential, while recognizing and addressing their weaknesses?¹

Are you satisfied with your responses to these critical elements of your range of leadership? Today, leadership is more than just moving people and teams from point A to point B and simply achieving goals. It includes displaying behaviors, designing structures, and implementing policies that develop subordinates along the way. It involves the movement of leaders and followers from a passive and ineffective form of leadership to one that is more active...and effective. This will increase follower motivation and performance to higher levels of excellence and sustaining both a positive and results-oriented organizational culture.

MP 1. THE EVOLUTION OF FRL

When was the concept of leadership first discovered? Why haven't we mastered the art and science of leadership and why do we continue to examine and remain fascinated by it today? One could easily argue that leadership theory is as old as humanity itself. What is it that enables some members of society to rise up through the ranks to leadership positions while others fail? The earliest attempts to answer these and other questions were the historical biographies written about some of the world's great leaders. Other works by various scholars, psychologists, and sociologists not only attempted to define leadership, they revealed methods and techniques to hone the very skills necessary in becoming a great leader. Let's briefly explore some of history's most prominent theories.

- **Trait Theory**

The first studies of leadership focused on fixed personal characteristics and innate qualities one possessed known as *traits*. Referred to as "The Great Man (or Woman) Theory," one's leadership effectiveness was said to be influenced by their intelligence, self-confidence, determination, integrity, and sociability.

- **Skills Theory**

This theory focuses on leaders who are emotionally intelligent and can successfully solve problems. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions"² Emotional intelligence centers on emotional awareness and control of one's emotions.

- Situational Leadership Theory

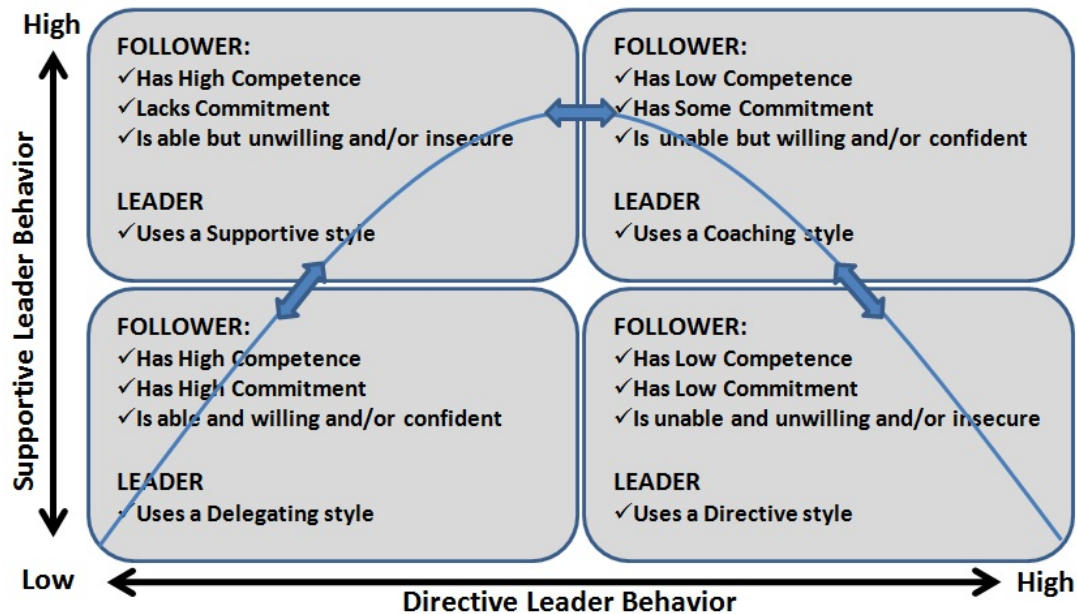


Figure 1. Situational Leadership Model

Ken Blanchard's Situational Leadership approach, introduced in the 1980s, also focused on leader behaviors, however; his theory also includes four leadership styles. Here, the leader assumes a directive, coaching, supporting, or delegating style based on the situation (or task) and the follower's development level (DL). For example, let's say that the task is to make a decision. If the leader determines the follower has low levels of competence and commitment (DL1) the leader will use a *directive* style and will make and enforce a decision.

If the follower is diagnosed with a low level of competence but some commitment (DL2) the leader will implement a *coaching* style, presenting ideas to the follower and asking for input. If the leader perceives the follower is highly competent but lacks commitment (DL3), he or she will use a *supportive* style by soliciting solutions from the follower and making a decision based on those inputs. Finally, when the follower demonstrates high levels of competence and commitment (DL4), the leader will use a *delegating* style, permitting the follower to make and implement a decision within limits set by the leader.³ Situational Leadership is task specific. For example, a follower may be at DL 4 in one task and at DL2 for another. Therefore, you must change your leadership style appropriately to effectively lead, and develop them. It is a complex theory.

- Contingency Theory

Another popular situational approach to understanding leadership is Contingency Theory. This theory matches specific leaders to particular situations in order to achieve the most success. Unlike Situational Leadership, Contingency Theory suggests that leaders cannot change their behaviors. Therefore, leaders are moved or "swapped" into and out of various situations based on three critical situational factors.

These are:

- *Leader-Member Relations*. The degree to which the leaders is trusted and liked by members of the group and their willingness to follow the leader.
- *Leader's Position Power*. The authority the leader has to reward or punish based on his or her organizational position. The power of the leader is based on the position held within the organizational position and authority.
- *The Task Structure*. This refers to how well a group's task(s) have been described. Highly structured means the tasks are clearly understood and easy to understand. Unstructured means the tasks are difficult to understand and are complex or difficult to execute.⁴

So, why is it important to understand the evolution of leadership theory? Like the old saying goes, "In order to know where you're going, you have to know where you've come from." The FRL theory wasn't just pulled out of the air. It was developed based on the pros and cons of historical leadership theories. The concepts of this theory are based on sound research and practical application; however, FRL isn't the end. In ten years, there will probably be a new leadership theory that takes the place of FRL and accounts for 'holes' that FRL missed. In the meantime, let's look at other theories that will be vital to understand when using FRL.

- The *trait theory* (innate qualities and personality characteristics are found in "great leaders): traits and personality are not considered in the FRL model but research indicates that positive, adaptive, active, and developmental leader traits support the social influence process for most effective leaders.
- The *skills theory* (emotional awareness and control are essential to leadership effectiveness): emotional connection and social comfort between leader and follower are key to leadership effectiveness. Rationality and intellectual curiosity are required on the part of leaders and followers.
- The *situational leadership theory* (followers' competence and confidence determines appropriate leader behavior): most effective FRL behaviors universal across many situations and cultures...most effective leaders can be either directive or participative.
- The *contingency theory* (match leaders to the appropriate situation depending upon task/relationship orientation, relations with followers, task structure, and position power): Most effective FRL behaviors are universal across many situations and cultures. Some situations may require more task-focused and less developmental behaviors.

Effective leaders vary in the extent to which they display a repertoire of leadership behaviors, ranging from active and more effective leadership to passive and less effective leadership. To fully develop the potential of subordinates who can achieve extraordinary levels of success requires an understanding of a full range of leadership behaviors suitable for today's complex world...thus FRL was born.

MP 2. MOTIVATIONAL THEORIES

Motivation is defined as a reason (or reasons) one has for acting or behaving in a particular way. Being motivated is a general desire one has, a willingness, to do something and comes from two locations: within ourselves or from some outside source. We refer to these as intrinsic (internal) and extrinsic (external) motivation.

- **Intrinsic motivation** occurs when one experiences the positive feelings a task, activity, and the effort of doing their best generates within him or her. The rewards one receives are internal and personal like self-fulfillment (achievement), personal gratification (enjoyment) and happiness. For example, in a classroom or other learning environment intrinsically motivated students are eager and willing to learn. Airman Adams believes what he is learning is personally relevant to him and adds meaning to achieving his goals. Intrinsically motivated men and women around the world volunteer their time and efforts to support non-profit organizations, humanitarian efforts, etc. However, it is important to understand that not everyone is motivated intrinsically by the same tasks.
- **Extrinsic motivation** drives people to do things in order to attain a specific outcome (external). These people are fueled by their desire to achieve (or avoid) some external result or reward for his or her behavior. For example, consider Airman Adams above. He may be pursuing an undergraduate college degree. Unfortunately, to satisfy all the requirements of the degree program, he may need to take a class in advanced-level mathematics, something he despises. The only reason for taking the math class is so Airman Adams can (hopefully) receive a passing grade and earn the credits necessary to fulfill that degree program requirement. The grade and the awarded credits are external rewards, which come from Airman Adams environment. Extrinsically motivated people agree to and accomplish specific tasks to receive other external rewards like promotions, time off, awards, formal recognition, and additional responsibilities.

So what's the difference between intrinsic and extrinsic motivation? Consider the act of exercising. Airman 'A' exercises because she likes to. At the end of a stressful day at work, she exercises as a way to relax. She even fits it into her schedule on the weekend. Airman 'B' exercises because he has to. His goal is to get an 'excellent' on the PT test, so he works out three days a week and on the weekends. In this example, Airman 'A' is intrinsically motivated to exercise since she gets pleasure from the activity itself. She doesn't exercise for a reward. Airman 'B' is extrinsically motivated to exercise because he is seeking a reward...an 'excellent' score on his PT test.

****At this point, take a few moments to complete the "How intrinsically motivated are you?" survey, Attachment 1, located at the end of the student guide. Be prepared to discuss your results in class.**

Understanding the difference between intrinsic and extrinsic motivation is just the beginning of understanding the concept of motivation. Let's take a deeper look by studying a few motivation theories.

- Skinner's Operant Conditioning Theory

Renowned behaviorist, B.F. Skinner, believed that one's internal thoughts and motivations could not be validated to explain their behavior. Rather, he suggested that only external (extrinsic), observable influences lead to one's behavior. Therefore, Skinner developed this theory that considers a method of learning that occurs through rewards and punishments for behavior. Operant conditioning associates a specific behavior and a consequence for that behavior. Skinner coined the term *operant* that refers to any "active behavior that operates upon the environment to generate consequences" (1953).⁵

Reinforcement rewards a specific behavior and increases the likelihood the behavior will continue. There are two types of reinforcement:

- *Positive Reinforcement* involves favorable actions, results, or outcomes that a leader presents to a follower after the follower demonstrates a desired behavior. In other words, adding something the follower thinks is good in order to 'reinforce' a desired behavior. Examples of positive reinforcement include public recognition, praise, or awards.
- *Negative Reinforcement* includes the removal of unpleasant, unfavorable actions or events the follower is currently experiencing that occurs after they have displayed a desirable behavior, or taking something away that the follower thinks is 'bad' in order to 'reinforce' a behavior. Examples of this include removing member's unfavorable information file (UIF) and removing restrictions placed on a member.

Punishment is where the leader presents an adverse event or outcome that causes a decrease in undesirable behavior. There are two kinds of punishment:

- *Positive punishment* occurs when the leader applies or presents an unfavorable action or result to a follower who has demonstrated an undesirable behavior...adding something to stop a behavior from occurring. Examples of positive punishment include applying restrictions to a member, issuing a UIF, and implementing increased work duties.
- *Negative punishment* occurs when a leader removes something valued by the follower after they have demonstrated an undesirable or unacceptable behavior...taking something away to stop a behavior from occurring. Examples of this include taking or withholding a member's freedoms and liberties, revoking a promotion, and taking away one's position and/or responsibilities.

	Something is given to (+)	Something is taken away (-)
Reinforcement increases likelihood of behavior being repeated	Positive Reinforcement (+R)	Negative Reinforcement (-R)
Punishment decreases likelihood of behavior being repeated	Positive Punishment (+P)	Negative Punishment (-P)

Figure 2. *Operant Conditioning Model*

Let's consider another motivational theory that centers on satisfying one's needs, David McClelland's Need Theory.

- *McClelland's Need Theory*

This theory argues that for a reward to be appropriate, accepted, and effective; it must fulfill a member's needs. David McClelland, a well-known psychologist, has been studying the relationship between needs and behavior since the late 1940s. Based on his theory, there are three primary needs a person must satisfy to be motivated:

- The **need for achievement** is a desire where one accomplishes something difficult or masters particular objects, ideas, or tasks independently or with little help. The Army considered this need with their slogan "Be All You Can Be."
- People with a high **need for affiliation** prefer to spend more time maintaining social relationships and wanting to be accepted and cared for. Being part of a prominent or successful organization is another example of the need for affiliation. This need is the focal point for various organizations like the Marine Corps' "The Few, The Proud."
- The **need for power** reflects an individual's desire to influence, coach, teach, or encourage others to achieve. People with this need prefer to work and consider discipline and self-respect as priorities.⁶ People who are motivated by power prefer positions where they can influence outcomes. For instance, corporate leaders pursue upper-echelon positions within their organizations to control the direction in which their business is going.

- *Contemporary Motivation*

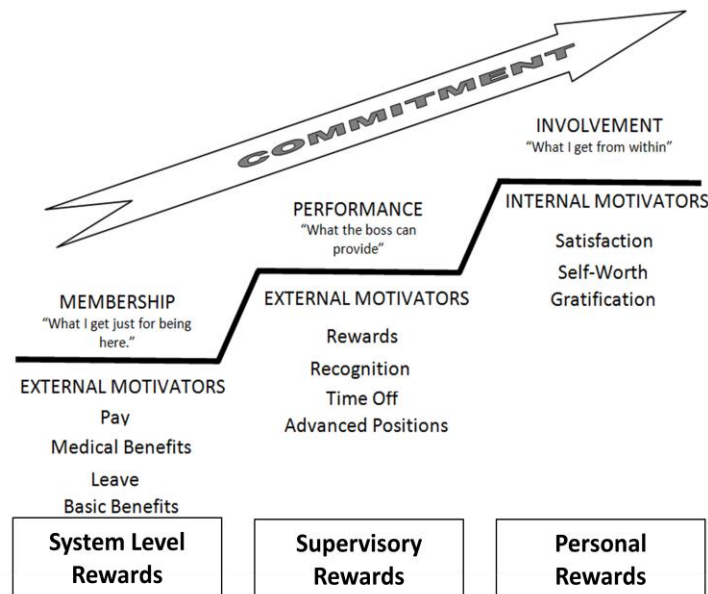


Figure 3. *Contemporary Motivation Model*

Contemporary motivation categorizes a member's commitment to the organization into three levels. These levels are *membership* (lowest level), *performance* (moderate level), and *involvement* (highest level) of commitment. People's motivation and productivity indicate their level of commitment. Intrinsic (internal) and extrinsic (external) motivation play a key role in one's commitment level. The more committed a member is to the organization; the more involved they are in accomplishing the mission. Most people tend to start at the membership level and, with the right rewards, move up to the performance level. In time, providing the right environment exists, some people will reach the highest level of commitment, the involvement level.

- **Membership Level** - Individuals at the membership level only give the required time to the organization. Since they depend on the organization for an income, they merely meet the set standards and nothing more. For instance, a subordinate is required to work eight hours a day, five days a week and nothing more. Individuals at this level avoid getting too involved in their jobs and often complain about their work but never take action to improve the situation (extrinsic motivation).
- **Performance Level** - Individuals at this level understand and appreciate the rewards and benefits of doing more than those at the membership level. Here, their basic needs are still being satisfied; however, they tend to be more involved in the work center and contribute as long as leadership recognizes their contributions. They bring their complaints and problems to leadership's attention and may offer solutions. They also demonstrate initiative and actually solve problem so long as their efforts are recognized and rewarded by leadership (extrinsic motivation).

- **Involvement Level** - Individuals at this level are performing are personally satisfied with their work and feel their personal needs and desires are being met. Their motivation comes from within which enables them to produce high-quality products and services. They truly enjoy what they do and believe that their job is worth doing and doing well. People operating at this level identify problems and offer solutions and strive for personal and organizational success (intrinsic motivation).

Effective leaders know their Airmen's temperaments and strengths and create an environment in which their Airmen can use both. Creating such a work environment allows people to reach their maximum potential and when they do, they reward themselves for jobs well done.

Knowing your people is a big part of contemporary motivation. Each Airman has an internal switch that triggers his or her motivation. When leaders create the right environment, as described above, individuals "switch on" their own motivation and begin operating at the involvement level of commitment. Just imagine how effective your work center would be if every member operated at the involvement level (see Figure 3). Now let's examine three types of rewards that are an integral part of contemporary motivation.

- **System Level Rewards** - We receive system level rewards just for being a member of the organization. System level rewards are things the organization provides such as pay, training, annual leave, medical and dental benefits, etc., whether operating at the membership, performance, or involvement level of commitment, everyone get these rewards.
- **Supervisory Rewards** - Given to those who go beyond the standard, they include such things as praise, public recognition, time-off, bonus pay, promotions, special assignments, greater roles and responsibilities, etc. People who depend on these rewards generally operate at the performance level of commitment.
- **Personal Rewards** - These rewards come from within us. When we fully enjoy our work, we strive to exceed every standard and reward ourselves for a job well done. Because we are personally satisfied with our own work, we do not need or rely on anyone else to reward our efforts. People capable of this type of reward operate at the involvement level of commitment.

Supervisor's Responsibility for Rewards

Since everyone is entitled to system level rewards, supervisors must first, ensure their subordinates meet all standards, and second, ensure they receive their system level rewards. In addition, supervisors must strive to help people move from the membership level of commitment to the performance level of commitment by appropriately rewarding those who perform above the standard and by ensuring these people continue to meet standards and receive their system level rewards. Finally, supervisors' ultimate goal is to create an environment where workers can thrive.

It is important to note that supervisors can motivate people to move from the membership level of commitment to the performance level of commitment through appropriate rewards. However, supervisors cannot motivate people to move to the involvement level since

operating at this level can only come from internal motivation. What supervisors can do is create an environment where people can thrive. Where they enjoy coming to work, are empowered to perform their duties, are able to seek opportunities to grow and reach their aspirations.

MP 3. FULL RANGE LEADERSHIP MODEL

The many dramatic changes and challenges we face today such as shifting demographics, workforce diversity, international relations, geographic political power, innovations in technology, threats to the environment, economic (global and national), and collaborative business practices calls for a more proactive leader who motivates subordinates to perform beyond expectations. Full Range Leadership Model is a leadership training system that suggests leaders perform throughout a gamut of leadership behaviors ranging from active and effective behavior to a more passive and less effective behavior. A *full range* of leadership behaviors is essential in today's complex world.

FRL is unique in that it requires us to view leadership as a system. Its success relies on not only the *leader's* actions but also the *follower* and the *situation*. Together, these three elements working in concert with one another, like gears in a mechanical system, create the core of the leadership system (see Figure 4). These three elements affect each other differently and in different ways. What's more, this core is surrounded by less-obvious components like resources, peers and associates, evaluations, rewards and punishments, developmental relationships, opportunities, and challenges, which affect the three elements of the core. Holistically, everything (the core elements and the other components) are susceptible to change over time and are limited by existing boundaries and constraints.⁷

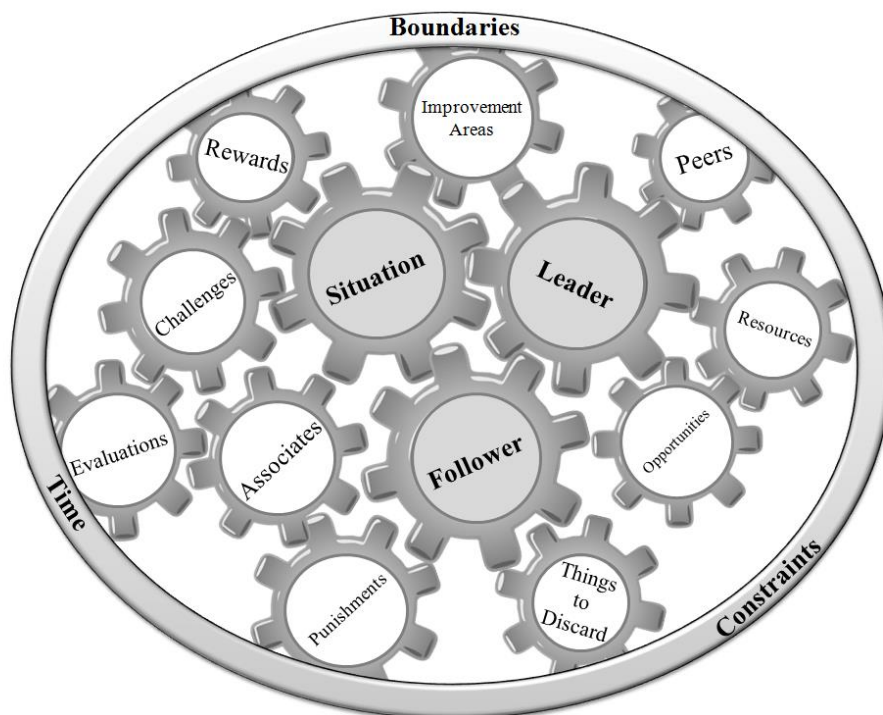


Figure 4. The Leadership System

- **Leader** - A leader is someone who influences others to achieve a goal. They are typical men and women who, though not perfect, strive to display ethical behavior, virtues, and character strengths in their actions as they battle their own vices and idiosyncrasies. They possess certain personality traits like confidence and extraversion as well as a personal set of values, beliefs, and ideas regarding how things are and how they should be.⁸
- **Follower** - A follower is someone who chooses to follow a leader because of the leader's character, abilities, and vision. Like leaders, followers are not perfect and are usually not selected by the leaders, but are inherited based on the situation. Encourage subordinates to be outstanding followers and aspiring future leaders. Great followers possess a love of learning and a passion to apply what they have learned. They are motivated, creative, and possess a high level of commitment to each other, the leader, and the organization.
- **Situation** - There are many ways to describe a situation. Merriam-Webster describes *situation* as a "relative position or combination of circumstances at a certain moment" or a "critical, trying, or unusual state of affairs."⁹ According to FRL principles, a situation describes the relative circumstances, position, or context that surrounds the leaders and followers.

FRL, like other complex systems, is comprised of several parts that are *interdependent* of one another. Throughout this system, energy (effort and motivation), resources, and information "flows" exist between the components. The amounts of these flows depend on the leader behaviors, follower actions, and the situation, which can either contribute or detract from the system's performance. FRL requires today's leaders to consider all the components of the leadership system and be willing to work with all the other components like:

- Developing relationships with leadership, peers, and subordinates,
- Taking advantage of opportunities as they come available,
- Efficiently using available resources,
- Properly evaluating situations and the performance of followers,
- Rewarding appropriately (and disciplining accordingly), and
- Identifying areas for improvement (self, followers, and work place).

The FRL model consists of a range of leadership behaviors that describe different styles of leadership. According to the model (see figure 5), leaders display behaviors of leadership styles that range from passive in nature, to more active. The more active the behavior, the more effective the leader becomes. Let's look at the full range of behaviors, beginning with the most passive and ineffective.

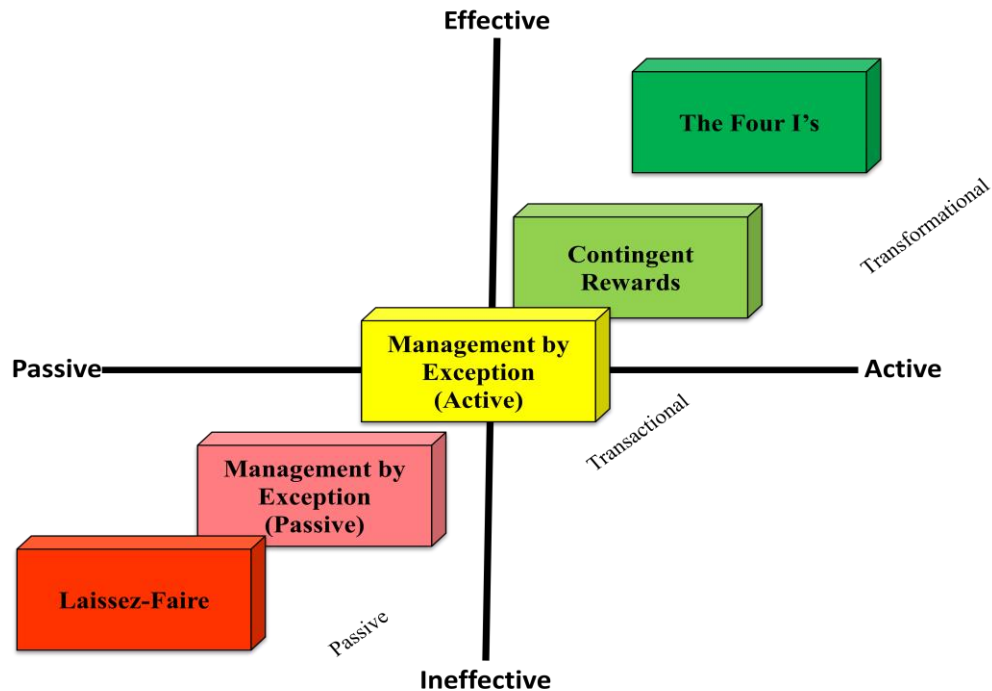


Figure 5. Full Range Leadership Model¹⁰

A. Passive Leadership

- **Laissez-Faire (“Non-leadership”)**

Those who exercise laissez-faire leadership:

- View the development of their subordinates as someone else’s problem
- Abandon or passes on their responsibilities to others
- Fail to respond urgently to critical situations
- Remain indifferent toward important issues
- Are hesitant to make decisions or deal with chronic problems

Since these leaders are usually absent from their duties and place of work, relationships with subordinates suffers. Subordinates are less likely to consider those who use this laissez-faire behavior as their leader. You could say that this behavior of leadership is missing something: the leadership.

- **Management by Exception-Passive (MBE-P)**

Considered a little more effective than laissez-faire, MBE-P is the “if it isn’t broke, don’t fix it” leadership approach.

An MBE-P leader:

- Elects to sit back and wait for things to go wrong before taking action
- Intervenes only if standards are not being met based on in-place control measures
- Will hold subordinates accountable if they fail to meet standards

Due to these behaviors, followers will pay close attention to what is important to the leader. However, followers tend to not trust those who do not take a more active leadership approach and will demonstrate little commitment and motivation to this person and the organization. The passive leadership behavior produces passive subordinate compliance.

B. Transactional Leadership

Transactional Leadership centers on the ‘transaction’ between the leader and the follower. It can be *corrective* (“If you don’t adhere to the standards, you will get a LOC!”) or *constructive* (“If we get an Excellent rating on the inspection, you will get a day off!”). Both of these statements highlight a typical transaction and, depending on the type of Airman, should result in the behavior the leader expects to see.

There are two types of Transactional Leadership behaviors: the corrective *Management By Exception-Active* and the constructive *Contingent Reward*.

Management by Exception-Active (MBE-A) - MBE-A is the *corrective* transaction between the leader and the follower. It exists in structured systems with detailed instructions, careful observation, and *active* supervision.

The MBE-A leader:

- Controls followers through forced compliance with rules, regulations, and expectations
- Is more concerned with identifying problems and correcting them than trends in performance
- Closely monitors performance for errors
- Focuses attention on errors or deviations from the standards
- Wants to know if and when problems occur

MBE-A can be effective if used appropriately in the right situation (high stakes or critical). It reduces organizational uncertainties, avoids unnecessary risks, and ensures important goals are being achieved. It also reduces the temptation for subordinates to shirk their duties or act unethically and aids members in meeting defined performance objectives. Followers appreciate the MBE-A leadership behavior as it reduces followers’ uncertainties regarding their purpose.

This leadership style may be inappropriate if used too often. Followers may have a hard time identifying with and trusting a leader that constantly focuses on the negative or micromanages every aspect of the job.

Contingent Reward - Contingent Reward involves the *constructive* transaction between the leader and the follower. This transaction becomes a ‘contract’ or goal between the leader and the follower.

A leader using Contingent Reward:

- Sets goals, clarifies roles, and explains expectations
- Uses extrinsic motivation to get followers to achieve goals. When the follower fulfills the leader’s expectations, a reward is provided to reinforce the demonstrated positive behavior.¹¹
- Actively monitors progress and provides supportive feedback

The leader tends to establish a constructive transaction with followers by:

1. **Setting Goals For and With Followers.** Setting goals directs your followers' attention to what needs to be achieved. Goals motivate followers by increasing their persistence and persuades them to strategize ways to best achieve the objective or develop action plans to meet their target.¹²
2. **Suggest Pathways to Meet Performance Expectations.** Aside from setting goals, followers often need ideas on how to attain these goals. Here the leader can assist by clarifying expectations and suggesting ways to accomplish the task(s). By offering ways to achieve their goals and providing the necessary resources to do so, leaders are able to provide a well-defined pathway allowing followers to reach desired performance expectations.
3. **Actively Monitor Followers' Progress and Provide Supportive Feedback.** Like parenting, leaders must proactively monitor each follower's progress and provide resources that empower them physically, psychologically, and intellectually. Supporting your followers is imperative to their success.
4. **Provide Rewards when Goals are attained.** One's successes need to be rewarded which become "stepping stones" to a stronger self-image and greater achievements. Providing extrinsic rewards and recognition for meeting performance expectations and achieving goals is the hallmark of contingent reward leadership.¹³

C. Transformational Leadership

Have you ever had a person in your life that changed you for the better? One who helped you recognize the greatness that existed within you and encouraged you to become the person you are today? Transformational leaders enable others to self-actualize or reach their full potential.

The transformational leader:

- Offers followers a vision and inspires them to complete their mission
- Inspires followers to exceed their goals
- Promote positive and meaningful changes
- Uses the "4 Is" to influence and "transform" others

There are four components of transformational leadership, the "4 Is":

- **Individualized Consideration** (*Nurturing*). A transformational leader's ultimate aim is to develop followers into leaders themselves. Using Individualized Consideration, leaders:
 - Treat others as individuals with different needs, abilities, and aspirations and not just a part of a group of subordinates¹⁴
 - 'Nurture' followers by acting as mentors or coaches, listening to their concerns
 - Empathizes and supports each follower and keeps channels of communication open

- **Intellectual Stimulation** (*Thinking*). This is the degree a leader values their subordinates' rationality and intellect, seeking different perspectives and considering opposing points of view. Using Intellectual Stimulations, leaders:
 - Consider learning a value and unexpected situations as opportunities to learn and grow
 - Stimulate and encourage creativity in their followers
 - Advocate rational thinking and uses systematic analysis as a means to creatively solve problems and innovation
 - Are not afraid to takes risks and solicit ideas from their followers
 - Encourage followers to be independent thinkers
- **Inspirational Motivation** (*Charming*). This leader behavior involves developing and articulating visions that paint an optimistic and enthusiastic picture of the future that is appealing and inspiring to followers. Using Inspirational Motivation, leaders:
 - Present their vision as a *shared* vision...the “must achieve future.” These visions elevate performance expectations and inspire followers to put forth extra effort to achieve the leader’s vision.
 - Help followers develop a strong sense of purpose. This purpose provides the energy that drives a person, team, and/or organization forward.
 - Express confidence in their followers.
 - Presents the vision in an understandable, precise, powerful, and engaging manner using expert communication skills
 - Require followers to work together as a team in order to achieve the vision
- **Idealized Influence** (*Influencing*). Transformational leaders are charismatic and act as positive role models that “walk the walk.” In other words, they hold themselves to the highest standards, personally and professionally. Idealized influence builds trust and respect between leaders and followers and followers will often emulate the leader’s behavior. Using Idealized Influence, leaders:
 - Display high levels of moral behavior, virtues, and character strengths, as well as a strong work ethic.
 - Represent the organizational values, beliefs, purpose in words and actions. They encourage the same in their followers
 - Champion trusting one another
 - Set aside their self-interests for the good of the group

MP 4. TRANSACTIONAL vs TRANSFORMATIONAL LEADERSHIP

According to AFI 36-2618, NCOs must “take an active leadership and supervisory role by staying involved with subordinates on a daily basis.” As a supervisor and leader, you will “guide and instruct subordinates to ensure they are prepared to accept increased levels of authority and responsibility while assisting them in reaching their full potential.” The FRL model helps NCOs meet these responsibilities by providing a set of tools to develop our

Airmen. Let's look at Transactional versus Transformational Leadership.

“Transactional” versus “Transformational” Leadership		
Categories	Transactional	Transformational
Leader's source of power	Rank, position	Character, competence
Follower reaction	Compliance	Commitment
Time frame	Short-term	Long-term
Rewards	External (pay, promotion)	Internal (Pride, self-esteem)
Leader focus	Evaluation (Performance driven)	Subordinate development
Where change occurs	Follower behavior	Follower attitude, values
Where “leadership” is found	Leader's behavior	Follower's heart

Figure 6. *Comparison of Transactional and Transformational Leadership*¹⁵

When thinking about Transactional and Transformational Leadership, you may be asking yourself, “Which one is best?” Well, the answer is simply, “It depends...” Each has its advantages and its limitations (see figure 6). In choosing the appropriate style for a given situation, you must consider the time you have to accomplish your task, your abilities, and those of your followers, and the nature of the situation. Transactional leadership tends to have a “here and now,” task related focus. Transformational leadership runs deeper and focuses on a fundamental change in your followers’ professional character.

However, transactional and transformational leadership are not opposing approaches to getting things done. Rather, think of transformational leadership as growing from the foundation of transactional leadership. It produces levels of effort and performance on your subordinates’ part that go beyond what you can help them achieve using the transactional approach. The two styles can even complement each other—and frequently do. For example, when using the MBE-A style, the result might be enhanced by using Inspirational Motivation in order to motivate your subordinates to perform better. Alternatively, when using Contingent Reward, you could also use Intellectual Stimulation to get subordinates more involved in processes. This could evolve into less of a reliance on external rewards and more of a personal commitment to the organization.

HOMEWORK:

Mastering FRL is something that is not going to happen overnight...it will take a great deal of practice in a multitude of situations. In order to get the process started, look at Attachment 2. Read the scenarios and answer the questions that follow. You will discuss your answers in class.

MP 5. ELECTRONIC SELF-ASSESSMENT OF LEADERSHIP BEHAVIOR

Complete and print your Electronic Self-Assessment of Leadership Behavior (e-SALB) results as instructed to in Course Foundation Lesson CF02, Main Point 6. Use this information to assist you in developing your PLDP. The information contained in your report will help you identify your leadership strengths and areas of improvement. Gaining an understanding of both can help you become an even more effective leader by capitalizing on your strengths and by focusing on development needs, experiences,

assignments and training and educational opportunities to help overcome weaknesses. In-class you will look at a fictional person's leadership and management profile (self-assessment) as it relates to FRL and conduct an in-class activity.

CONCLUSION

In today's environment, Airmen are performing missions that will challenge them, both physically and mentally. Each of your subordinates are going to respond to these challenges in different ways. Because of this, leading will require more than a 'one size fits all' approach. To be effective, leaders have to be able to provide their subordinates exactly what they need in order to be successful personally and professionally. The Full Range Leadership Model will help you in this endeavor. Think of it as a toolbox with different tools (leadership behaviors) that you can use based on the situation, follower, and of course, you! You must be a "Full Range Leader" comfortable across the range of behaviors, ready to pull out any of the tools in your toolbox at a moment's notice.

Attachment 1

How Intrinsically Motivated Are You?

INSTRUCTIONS: This survey helps you assess the extent to which you are getting intrinsic rewards from your current assignment and/or position. There are no right or wrong answers to the below statements. Circle the number that best describes your answer based on the rating scale below. To get the most from this...*be honest with yourself!*

	Never	Sometimes	Half the time	Most times	Always
	1	2	3	4	5
	Circle Numbers				
1. I am passionate about my work.	1	2	3	4	5
2. I can see how my work tasks contribute to my organization's vision.	1	2	3	4	5
3. I have significant autonomy in determining how I do my job.	1	2	3	4	5
4. My supervisor delegates important projects/tasks to me that significantly impact my work center's overall success.	1	2	3	4	5
5. I have mastered all the skills necessary to perform my job.	1	2	3	4	5
6. My supervisor recognizes when I competently perform my job.	1	2	3	4	5
7. Throughout the year, my work center/unit celebrates its progress toward achieving its goals.	1	2	3	4	5
8. I regularly receive evidence/information about my progress toward achieving my overall performance goals.	1	2	3	4	5

(Add up all the numbers selected) Total Score _____

INSTRUCTIONS:

Read the following scenarios. Decide which style the leader should adopt based on the FRL model.

1. SrA Kelly is an average Airman. He comes to work on time, completes his tasks for the day, and then goes home. He doesn't seem to have any initiative to do anything other than the bare minimum required. He values his off-duty time and frequently says that he wants to spend more time with his children. His supervisor, SSgt Langston, believes Kelly has the potential to be an excellent airman.

According to the FRL model, what should SSgt Langston do?

2. A1C Green, the newest Airman in the work center, doesn't seem to have a good grasp on the job. He constantly makes mistakes and displays frustration when learning the job. Last week, he forgot to perform a safety task that almost caused a co-worker to be injured. His supervisor, TSgt Chandler, is frustrated with his behavior.

According to the FRL model, what should TSgt Chandler do?

3. SrA Carter is one of the most experienced Airmen on the shift. She became proficient in her duties 3 months ahead of schedule and mastered all her core tasks. She consistently offers solutions and ideas for process improvements. Lately, her supervisor, SSgt Brown, has found that Carter seems less motivated and has seen a decline in her level of initiative.

According to the FRL model, what should SSgt Brown do?

-
- ² Peter Salovey and John D. Mayer, *“Emotional Intelligence,”* 1990 Baywood Publishing Co., Inc.
- ³ Ibid. Ch. 1 p 26-27.
- ⁴ Stafford, Mathew C., *The Full Range Leadership Model: A Brief Primer.*
- ⁵ Cherry, Kendra. About.com website. *Psychology: Introduction to Operant Conditioning.*
- ⁶ Kinicki-Kreitner, *Organizational Behavior: Key Concepts, Skills, and Best Practices, Fourth Edition.* Ch. 6, p 146-147.
- ⁷ Ibid. Ch. 2, p 47-49.
- ⁸ Ibid. Ch. 2, p 50.
- ⁹ Merriam-Webster website. *“Situation.”*
- ¹⁰ Ibid. Ch1 p 10.
- ¹¹ Ibid. Ch. 7, p 230.
- ¹³ Ibid. Ch 7, p 236.
- ¹⁴ Ibid. Ch 1, p 18.
- ¹⁵ United States Army. *Transformational Leadership, p.31* – not located in reference section at beginning of lsn