



Lesson Plan

Developing Full-Range Leadership

10 May 2022



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How to Use this Lesson Plan

This lesson plan is divided into three key sections and an appendix containing supporting material.

The **About the Lesson** section outlines the lesson and identifies requirements for its effective use. Course Directors should use this section to (a) understand the purpose and context of the lesson, (b) learn about lesson pre-requisites, and (c) guide the selection of facilitators.

The **Before the Lesson** section provides details on the preparation required for this lesson, including student prerequisites (if any), recommended facilitator pre-course readings, and guidance on how to prepare the classroom.

The **Presenting the Lesson** section contains the actual lesson plan. It provides the recommended outline, discussion, and slide prompts along with actual *questions* and *recommended language* for the facilitator to use in the classroom.

The **Appendix** includes any required in-class handouts or exercise material.

For more information on how lessons are structured, or how to use them in the course, see the **Course Director's Handbook** or **Facilitator's Resources**.

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About the Lesson

Developing Full-Range Leadership

Overview

This lesson examines how to develop leadership abilities across the full-range of leadership types. Emphasizing effective leadership behaviors at both the transactional and transformational level, this lesson provides participants an opportunity to self-assess leadership behavior preferences, identify tendencies, and learn how to maximize strengths and minimize weaknesses. The lesson ends with a self-assessment designed to support future learning and growth.

This lesson serves only as an introduction to full-range leadership. Participants will develop an enhanced understanding of the full-range model in the online and resident programs for Squadron Officer School and Air Command and Staff College.

Objectives

By the end of this lesson, participants will be able to:

1. Identify personal full-range leadership preferences using a self-assessment tool.
2. Outline the core elements of full-range leadership.
3. Describe methods to improve full-range leadership behaviors.

Recommended Prerequisites

- None

Recommended Time

- 50 minutes

Recommended Facilitator Qualifications

This lesson is designed for a facilitator with the following minimum qualifications:

1. Subject matter knowledge
2. Squadron Officer School or Air Command and Staff College instructor experience.

Subject matter knowledge can be developed using the information presented in **Preparing the Facilitator** section of this document.

Before the Lesson

Preparing the Participant

- None. There is no pre-work for this lesson.

Preparing the Facilitator

All required materials and student preparation, plus:

- Arenas, [The Full Range Leadership Model](#) (2016). YouTube video. [15 minutes]
- Stafford, *The Full Range Leadership Model: A Brief Primer* (2009).

(Optional) Additional deep-dive preparation materials are available on *The Flight Commander's Edge* website.

Preparing the Classroom

Ensure the classroom provides/is provisioned with:

- Adequate classroom space for separate small group discussions.
- Five white boards or easels with butcher block paper.
- Computer and projector (internet connectivity not required).

Preparing Required Materials

Prepare one copy of each handout below for each student. Do not distribute handouts before the class.

- Barelka and Hower, *The Leadership Profile Measure* (2018)
- Barelka and Hower, *The Leadership Profile Measure Scoring Guide* (2018)
- Stafford, *Full Range Leadership Model Summary* (2013)
- Air University Global College, *Developing Full-Range Leadership Self-Assessment Worksheet* (2022)

Optional materials are available on *The Flight Commander's Edge* website.

- Stafford, *Full Range Leadership Primer* (2009)

Handouts are available in the Appendix.

Presenting the Lesson

NOTE 1: This lesson is designed for up to five (5) groups of participants. Groups should be no larger than five (5) members to maximize participation during small group discussion.

NOTE 2: This lesson is organized differently than other lessons in the program. The introduction is followed immediately by a content presentation necessary for discussion and application.

Introduction (10 minutes)

The introduction to the lesson sets the stage for future learning through a self-assessment of full-range leadership behaviors.

Slide 1: Developing Full-Range Leadership

Introduce the lesson.

As a flight commander, the ability to lead is critical. In this lesson, we will examine your leadership preferences along a continuum of leadership skills and behaviors. This continuum provides for a *full-range* of leadership options which you may use to effectively lead your flights.

Slide 2: Objectives

This slide lists the lesson objectives.

After students have reviewed the lesson objectives, continue.

Slide 3: The Leadership Profile Measure

Distribute **Barelka and Hower, *The Leadership Profile Measure* (2018).**

When complete, continue.

Begin the assessment.

We are going to start this lesson with a quick assessment.

Individually, take about 5 minutes to complete the 27-item survey on the first two pages of the handout.

This is a private survey. Nobody will see your results but you. Take time to answer the questions honestly.

Don't second guess yourself. The best answers are the ones you don't overthink, as research shows us they are more authentic.

In this survey, there are no hidden meanings to trip you up, and there is no "approved Air Force or Space Force answer."

After everyone is done, you will score your own response.

Monitor students' progress. Encourage students to move along and not over think the questions. Typical completion time for this survey's 27 questions is approximately 4 minutes.

After five (5) minutes (or when everyone is complete), continue.

Slide 4: Scoring the Leadership Profile Measure

Distribute **Barelka and Hower, *The Leadership Profile Measure Scoring Guide (2018)***.

When complete, continue the presentation.

In this second handout, you will find a grading sheet on the first page.

Go ahead and compute your scores now. In the end, you will have seven (7) separate scores.

We will discuss what those scores mean in the next part of the lesson.

Monitor students' progress. Scoring requires basic math skills (addition and division). A calculator may be required.

After scoring is complete, continue.

Content Presentation (10 minutes)

In this part of the lesson, participants are introduced to the full-range leadership model and its associated leadership skills.

Introduction (no slide)

Introduce the skills and associated behaviors associated with full-range leadership.

What you've just completed is called the *Leadership Profile Measure* -- an assessment of your full-range leadership behaviors.

Show of hands. How many of you have heard of Full Range leadership before?

Pause for participants to respond. This is an interaction-only step. Results are not used in the future.

The concept of full-range leadership has been around for years. It is a combination of many leadership models rolled up into one.

Squadron Officer School adopted it in 2009 to help company grade officers understand their preferences for different types of leadership behaviors.

To date, more than 40,000 young leaders have used this assessment to improve their leadership behaviors.

Slide 5: Full-Range Leadership

Continue the presentation.

What is full-range leadership?

Full-range leadership isn't a prescriptive model. It doesn't tell you how to behave in specific situations, nor with certain people.

Instead, it is a way of *looking* at behaviors you use as a leader.

Full-range leadership divides leadership into 7 different skills that are shown on this slide. They are detailed in your handout.

Let's quickly look at these skills.

Slide 6: Transactional Leadership

Distribute **Stafford, *The Full Range Leadership Model Summary* (2009).**

When complete, continue the presentation.

***Transactional leadership* is leadership based on task-oriented communication.**

There are two specific leadership types – or skills, for our purposes – in this area.

In *Management-by-Exception* leadership, leaders set and monitor deviations from set standards. In other words, leaders make the rules and hand out tasks...and followers follow them.

In *Contingent Reward* leadership, leaders provide rewards in return for good performance. For example, higher pay for better performance or a commendation medal for a specific event (not a PCS medal).

Slide 7: Transformational Leadership

Continue the presentation.

Transformational leadership is emotional, charismatic, inspirational, or visionary.

There are four specific leadership type in this area.

In *Individual Consideration* leadership, leaders value and provide for their subordinates needs. This is *caring* leadership -- when you demonstrate support for and value the members of your team.

In *Intellectual Stimulation* leadership, leaders challenge the norm and encourage creativity. This is *thinking* leadership – where you make it ok for your subordinates to think outside the box, take risks, and fail.

In *Inspirational Motivation* leadership, leaders inspire their followers through words and symbols. This is *charming* leadership – where you motivate your followers to achieve your specific vision.

Finally, in *Idealized Influence* leadership, leads inspire others through their actions. This is *influencing* leadership – classic *leadership-by-example* which others want to emulate.

Slide 8: Laissez-Faire Leadership

Continue the presentation.

The last type of leadership is actually no leadership at all. *Laissez-faire leadership* (French, pronounced “lay-say-fair”) is hands-off, or absent leadership. Leaders like this avoid taking stands on issues and are generally unaware of what is going on around them. You want to avoid this type of leadership at all costs.

Slide 9: Full Range Leadership Primer

Continue the presentation.

The handout provides some examples from history, which you can quickly review. There is also a short primer available, which provides more detail on each of these areas. If you would like a copy, ask me for it at the end of the lesson, as it is available on *The Flight Commander's Edge* website.

Initial Discussion (10 minutes)

The initial discussion builds on the previous content presentation and provides participants an opportunity to examine their assessment results in the context of the full-range leadership skills.

Interpreting Your Results (no slide)

Continue the presentation.

So, let's get back to your assessment results. What do they mean?

The Leadership Profile Measure shows your tendency for each of the 7 types of leadership we just discussed.

A high score says that you prefer that specific leadership type.

A low score says that you don't prefer that specific kind of behavior.

It is important to remember this: We are NOT implying that you need to achieve a specific score in any of these behaviors. They just describe *how you are today*, and they may change over time.

Slide 10: Pair-and-Share Discussion

Begin the discussion.

Were you surprised at any of your results?

To answer this question, we will do a pair and share activity. Pair up with a partner -- perhaps the person to your right -- and discuss your results. As you do, consider the following:

Does the survey accurately reflect your leadership preferences?

Would an observer (a subordinate, peer, or supervisor) agree with your results?

Why is understanding your full-range leadership preferences important?

Take five (5) minutes to discuss this, then we will move on to the next activity.

After five (5) minutes, continue.

Slide 11: Large Group Discussion

Solicit responses from the large group on the last question from the pair-and-share activity.

Before moving on, let's briefly discuss the last question as a group:

Why is understanding your full-range leadership preferences important?

Anticipated Response: By understanding our own leadership preferences, we can better tailor our interactions with others and improve results.

Application Activity (15 minutes)

Now that we have addressed the definitions of full-range leadership and discussed results, this activity focuses on examples of and methods to develop full-range leadership behaviors. At the end of the exercise, participants should have comprehensive list of tips that can be applied to become a more effective leader.

Slide 12: Enhancing Your Leadership Skills Activity

Begin the exercise with the following directions.

In the last discussion, we talked about how, by knowing your leadership preferences, you can improve your interactions with others. But how, exactly should I get better at the individual full range leadership skills?

On the backside of the summary handout, you will find a chart that complements the front. For each skill, you will find sample behaviors and ways to improve.

Discuss those behaviors in your small group -- try to come up with one or two other ways to improve in each area and jot them down.

At the end of the discussion, each group will be asked to briefly share their top three tips (no more than one or two sentences each) on how to improve.

Begin the exercise and monitor for time. Do not let the groups go longer than ten (10) minutes.

After ten (10) minutes, continue.

Slide 13: Enhancing Your Leadership Skills Activity (cont.)

Take a few minutes (no more than 5 minutes total) to summarize each groups top three methods to improve (in any area). Ask clarification questions of the groups if required. Remind students to record tips and ideas they may want to explore or apply in the future on the handout.

When complete, continue.

Lesson Wrap-Up (5 minutes)

The final lesson activity is a self-assessment of effective communication behaviors. This activity feeds the final lesson in the course – *The Road Ahead* – and will be used to support the development of the students' personal development plan.

Distribute the **Air University Global College, *Developing Full-Range Leadership Self-Assessment Worksheet (2022)*** to all participants.

When complete, continue.

Slide 14: Self-Assessment

Initiate the self-assessment and wrap up the lesson.

Now that you have had the opportunity to consider your own full-range leadership preferences and gather ideas for developing your own skills in these areas, it is time for the next logical step: a self-assessment.

This self-assessment is different from the *Leadership Profile Measure* assessment you took at the beginning of the lesson.

The *Leadership Profile Measure* assessment is a snapshot of your behavior preferences. It doesn't address development – how you want to improve.

Take a moment transfer your *Leadership Profile Measure* scores to the self-assessment worksheet, and then consider each area. Which areas do you believe you need to improve?

Important: Realize that a low score DOES NOT necessarily mean you need to improve your behaviors in that area, and not everybody can score highly in all six areas.

Keep this worksheet for reference. You will need it again for the last lesson of the course.

End. Break (10 minutes).

Appendix: Required Materials and Handouts

The materials required for this lesson include:

- Barelka and Hower, *The Leadership Profile Measure* (2018)
- Barelka and Hower, *The Leadership Profile Measure Scoring Guide* (2018)
- Stafford, *Full Range Leadership Model Summary* (2013)
- Air University Global College, *Developing Full-Range Leadership Self-Assessment Worksheet* (2022)

These handouts, on the following pages, are designed for printing directly from the lesson plan. Ensure you print enough copies for all class participants.

The Leadership Profile Measure

*Developed by Dr. Alex Barelka (Lt Col, USAF, Ret)
and Mr. Mike Hower (Lt Col, USAF, Ret)*

The purpose of the Leadership Profile Measure (LPM) is to help you identify your leadership preferences. **Rate yourself as you perceive yourself, not as you wish to be perceived.**

Question	About Me...	Self-Assessment (1-5)
5 – Always like me 4 – Somewhat like me 3 – Neutral (neither like me nor not like me) 2 – Somewhat not like me 1 – Not like me at all		← Grading Scale
1	I provide a good model for my team to follow.	
2	I say positive things about the team.	
3	I challenge others to think about old problems in new ways.	
4	I support and encourage others' development.	
5	I personally compliment others when they do outstanding work.	
6	I stay informed of mistakes, complaints, and failure.	
7	I avoid getting involved when important issues arise.	
8	I lead by example.	
9	I foster trust among team members.	
10	I ask questions that prompt others to think.	
11	I give encouragement.	
12	I recognize others' accomplishments.	
13	I draw attention to missed opportunities.	

Question	About Me...	Self-Assessment (1-5)
	5 – Always like me 4 – Somewhat like me 3 – Neutral (neither like me nor not like me) 2 – Somewhat not like me 1 – Not like me at all	← Grading Scale
14	I avoid making decisions.	
15	I have a clear understanding of where the team is going.	
16	I foster involvement and cooperation among team members.	
17	I have stimulated others to rethink the way they do things.	
18	I show respect for the personal feelings of others.	
19	I give others positive feedback when they perform well.	
20	I focus others on their problems when they don't meet standards.	
21	I delay responding to urgent questions.	
22	I instill pride and respect in others.	
23	I say things that make my teammates proud to be part of the team.	
24	I have ideas that have challenged others to reexamine basic assumptions about their work.	
25	I behave in a manner thoughtful of the personal needs of others.	
26	I give others special recognition when their work is very good.	
27	I am absent when needed.	

To score your assessment, see the **Leadership Profile Measure Scoring Guide**.

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The Leadership Profile Measure Scoring Guide

Developed by Dr. Alex Barelka (Lt Col, USAF, Ret) and
Mr. Mike Hower (Lt Col, USAF, Ret)

Add your self-evaluation scores for each of the questions listed below:

Style	Relevant Questions	Your Total	Total Divisor	Scaled Score
Idealized Influence	1 + 8 + 15 + 22		/ 4	
Inspirational Motivation	2 + 9 + 16 + 23		/ 4	
Intellectual Stimulation	3 + 10 + 17 + 24		/ 4	
Individual Consideration	4 + 11 + 18 + 25		/ 4	
Contingent Reward	5 + 12 + 19 + 26		/ 4	
Management by Exception	6 + 13 + 20		/ 3	
Laissez-Faire	7 + 14 + 21 + 27		/ 4	

Composite Results

- 5 – Always like me
- 4 – Somewhat like me
- 3 – Neutral (neither like me nor not like me)
- 2 – Somewhat not like me
- 1 – Not like me at all

Scores above “neutral” (3) are desired in all categories except Laissez-Faire leadership, where a low score is preferred.

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The Full-Range Leadership Model Summary

Optional Materials - *Full-Range Leadership: A Brief Primer*

(See separate document)

Located in the lesson materials To Learn More section, on *The Flight Commander's Edge* website.

Developing Full-Range Leadership Self-Assessment Worksheet

Developed by the Air University Global College

This self-assessment provides an opportunity for you to assess your own leadership skills and behaviors. These skills and behaviors are based upon the concepts addressed within this lesson. *You will use these worksheets again during the final lesson of the course.*

NOTE: Not all these skills and behaviors were covered in this lesson, rather, they reflect what an ideal flight commander should know and be able to do in this topic area.

Transfer your Leadership Profile Measure scores to the LPM Assessment column, then rate yourself for each type of leadership.

5 – Needs No Improvement

3 – Average

1 – Needs Significant Improvement

Competency Reference	Skill	My Leadership Profile Measure Score	Self-Assessment (1-5)
Leading Others	Management by Exception		
Leading Others	Contingent Reward		
Leading Others	Individual Consideration		
Leading Others	Intellectual Stimulation		
Leading Others	Inspirational Motivation		
Leading Others	Idealized Influence		

(See tips on reverse)

Some tips:

- Ask your supervisors, peers, and subordinates how they perceive your behaviors in these areas. Often, we are biased toward ourselves, meaning we tend to rate ourselves better than others actually perceive us. In leadership we must strive to minimize the differential between how we think we behave and how others perceive our behaviors.

My Notes