



# PERSONAL LEADERSHIP PROFILE 3

## TRAINER'S GUIDE

### Introduction

The PLP 3 contains 30 multi-choice questions together with a scoring section and an interpretation of the results. An action plan and checklist is also included within the profile.

You will need:

1. A knowledge and understanding of the Leadership Model by John Adair – which is the base for Action Centred Leadership.
2. The necessary sensitivity that a tutor needs in the everyday handling of such courses where observation, analysis and critiques are part of the course structure.

Before going into a recommended chronology for the use of the questionnaire, there are some general points which should be made about the use of this form of training aid.

### Experimentation

Obviously you should take a copy of the PLP, complete it, and then score it - strictly to the instructions! This will give you a feel for the questionnaire and an understanding of its mechanics.

Having completed the questionnaire in exactly the same way as a trainee will, you will find it useful to read through it again - alongside the chronology which follows.

When interpreting your score, remember to read ALL the different types of profile. The explanatory paragraph is fairly brief for each profile. You will find it useful to read through all of them in order to prepare the input session where necessary.

### Timing

Within a course of 12-15 trainees, you may find a difference of five minutes or more between the quickest and slowest at completing the questionnaire. Sometimes it is necessary to have the trainees complete

it during the course time, but when it is possible two other methods can be used:

1. The questionnaire can be sent out as pre-work with the course joining instructions - so that all course members arrive with it completed.
2. The PLP can be given out on the course for completion in the evening of the first day (two day course).

### **Trainers Chronology for the use of the PLP.**

**This is a step-by-step guide to using the PLP. Any deviation from this order will reduce the effectiveness of the questionnaire.**

#### **1. Completion**

Ensure that the course members complete the questionnaire. As already mentioned this can be done either in course time, as pre-work or as homework during a course evening.

Briefing the trainees on how to complete the questionnaire should be done verbally where possible. When this is not possible the written instructions can be followed.

In either case it is worth emphasising that the seal must not be broken before being instructed to do so.

#### **2. Theory Input**

When everyone has completed the questionnaire, you will conduct a session explaining the theory against which it is going to be scored. Your exposition of John Adair's Model of Functional Leadership need be no different from the normal Action Centred Leadership session, so long as the trainees end up with a working insight into the three circle model and the importance of the inter-relationship between the circles.

If the PLP is being used as a 'follow-up' or with people who have previous knowledge of the ACL Model, then a brief recap session should be used.

#### **3. The Scoring Process**

At the end of the 'Input' session you can now instruct the trainees to break open the seal on their questionnaire - and open up the back cover. The instructions for scoring are written on the questionnaire. Most trainees prefer to have these instructions verbally. It is as well to monitor this scoring process by walking around the delegates. While some trainees will finish the mathematics or scoring faster than others, the time difference

does not matter at this stage. Once **everybody** has finished you can interpret the scores.

#### 4. **Interpreting the Scores**

You will need to have prepared a short input session giving guidelines on how to interpret the scores. You will find a brief paragraph describing some classic profiles on the inside back cover of the questionnaire. Interpreting these profiles will not be difficult for the experienced ACL tutor and the composition of this input session should obviously be done in your own style.

#### 5. **Conclusion**

With a course of up to 10 trainees there should follow a general discussion in plenary. If the course is large enough, then there should be group discussions. Where possible these groups should be made up from people who know each other and can therefore comment on the accuracy of each individual score.

**N.B.** The profile obtained by each person should be regarded as private. It is certainly personal to the trainee who has completed the questionnaire. Experience suggests that if you ever have a trainee refuse to discuss his profile, it is because he agrees with it, but does not like it too much. Do not force the issue. The person has almost certainly learned from the experience.