

Per o al L te  
d v dual Re ort

Pro le®



**FORTUNA INTERNATIONAL  
LIMITED**

LEADING PERFORMANCE IMPROVEMENT



**Re o de t Na e**

Mo day, Se te ber 26, 2 5

T re ort rov ded by:

Fortuna International Ltd

PO Box 331089, Takapuna,

Auckland, New Zealand

Ph: (09) 488 7447 Fax: (09) 488 0040

info@fortunaintl.co.nz

www.fortunaintl.co.nz

inscape  publishing



## Overview

Per o al L te Pro le®

Remember how to take the weight of a natural or reformed tile. The purpose of the *Per o al L te Pro le®* is to help you design your reformed tile tile and to develop a strategy for or other a roof that may be more effective in the future. With this knowledge, you will be able to develop more effective solutions for a variety of environments.

The *Per o al L te Pro le* details the various roof types. The various roof types are: be a useful reference to our literature. The various roof types are:

APPROACH	FOCUS
<b>Active</b>	to relax and enjoy the experience
<b>Estimate</b>	to understand the details of the eaker
<b>Design</b>	to determine the data rate or rate
<b>Coordinate</b>	to organize or rate the details of the eaker
<b>Evaluate</b>	to determine or rate the details of the eaker

We all use a variety of different roof types, but remember that each of these is designed to be a different type of roof. That is, we have a natural **L te Style** that is designed to be a different type of roof. The tile type that we use determines the quality of the roof that we are able to offer to our customers. A detailed description of the tile type is available in the literature, which will tell you that we have a detailed description of the roof type that is designed to be a different type of roof.

- **Page 3** includes a narrative description of your natural **L te Style**, which will give you a description of your natural roof type.
- **Page 4** contains a **L te A roof Gra** which will help you to understand the various roof types.
- **Page 5** describes your total roof area and double roof area.
- **Page 6** describes your experience of other alternatives.
- **Page 7-8** includes your **Co u ato Ga Aaly**, a overview of how your roof type or literature is related to the various roof types and the eaker.
- **Page 9-11** contains a series of **A to Pla** which will help you determine the effective extent of development of the roof type at work.
- **Page 12-16** includes a detailed overview of the various roof types.



## NON-VERBAL COMMUNICATION

So, your two natural life languages are **Core** and **Verbal**. Your core language is the one that you use most often and is the one that you use when you are under the most stress. Your verbal language is the one that you use when you are in a more relaxed state. People with your life style have a tendency to be more direct. That is, they tend to be more direct in their communication.

People with your life style naturally look to be more direct, but a natural desire to be more direct. You are likely to be more direct in your communication, and you are probably more direct in your communication, even if they are not direct. You may be more direct in your communication, but you may also be more direct in your communication.

The life style that you usually tend to be more direct in your communication is the one that you are most likely to be more direct in your communication. You are more likely to be more direct in your communication, and you are more likely to be more direct in your communication. That is, you are more likely to be more direct in your communication, and you are more likely to be more direct in your communication.

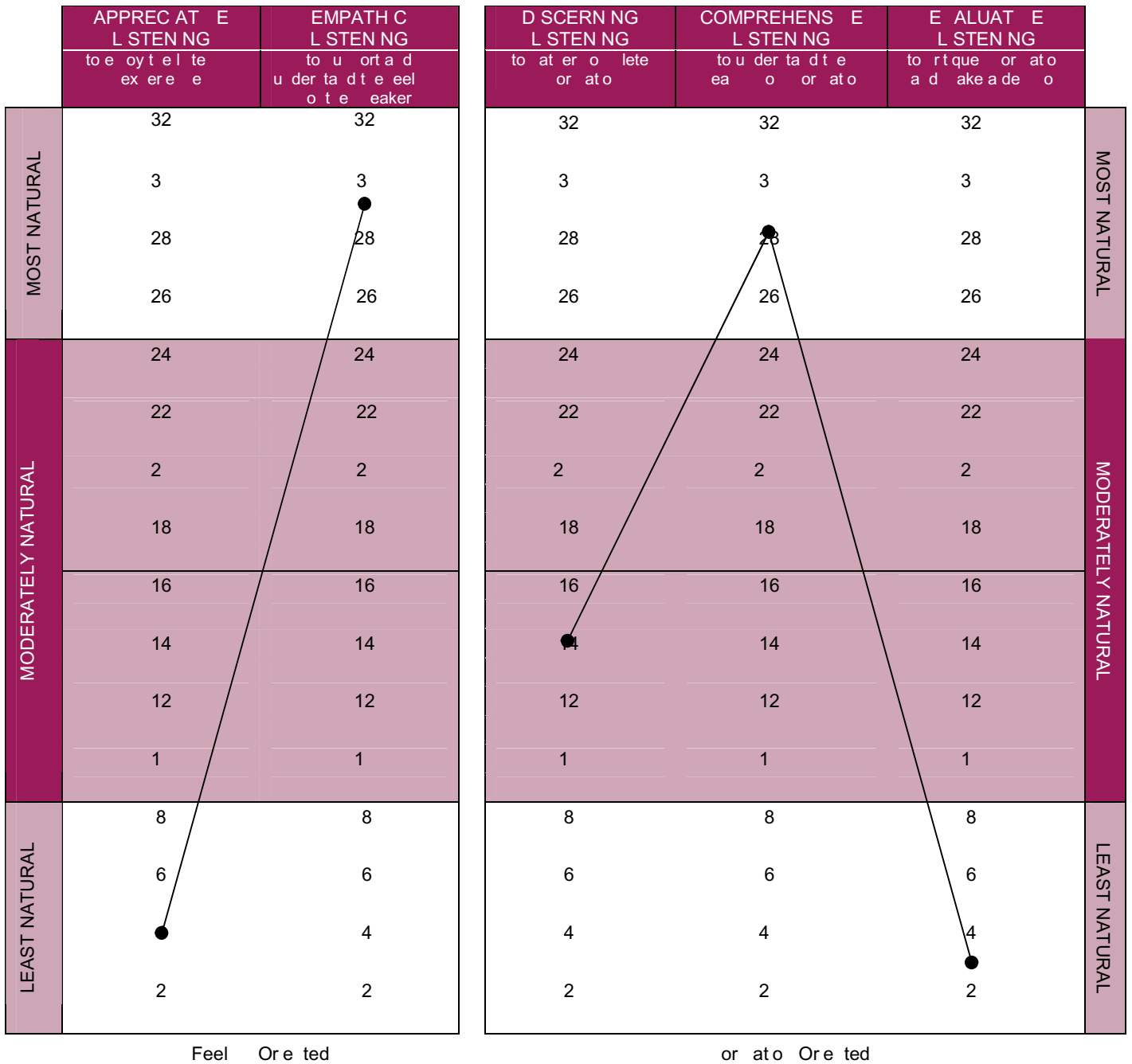
As a result of your life style, you are more likely to be more direct in your communication. That is, you are more likely to be more direct in your communication, and you are more likely to be more direct in your communication. That is, you are more likely to be more direct in your communication, and you are more likely to be more direct in your communication.

Beyond the direct communication, you may also work to communicate your more direct communication. That is, you may also work to communicate your more direct communication, and you may also work to communicate your more direct communication. That is, you may also work to communicate your more direct communication, and you may also work to communicate your more direct communication.



# Your L t e A roa e Gra

Per o al L t e Pro le®



The L t e A roa e Gra above ow your ore o all ve L t e A roa e . T e e to your ore re re e t ow aturally you l t e u a art ular a roa . L t e A roa e t at are “ o t atural” or you are o e t at you u e auto at ally a d wt out u o ou e ort. A roa e t at are “lea t atural” or you are o e t at you are l kely able to u e, but requ re ore del berate e ort o your art. A deta led o t e ollow a e, our atter o l t e t e de e tell u o et about our tre t a d rowt area a o u ator .





# Work with Your Lifestyle

Personal Lifestyle Pro le®

## Your Expectations of Other Contractors :

Because our lifestyle reflects our unique value and motivation, we expect that other will have lifestyle that are similar to our own. We expect that others are our lifestyle, the same as our own. We expect that others are our lifestyle, the same as our own. We expect that others are our lifestyle, the same as our own.

Give your lifestyle, you may expect others to have the same value and motivation as you do. Consequently, you may expect that others are attentive to the same value and motivation as you do. Consequently, you may expect that others are attentive to the same value and motivation as you do. Consequently, you may expect that others are attentive to the same value and motivation as you do.

## Your Lifestyle Direct Statement :

Expect that at least one letter out of a set of ten letters will be a vowel. The probability that a letter is a vowel is 4/10. The probability that a letter is a vowel is 4/10. The probability that a letter is a vowel is 4/10. The probability that a letter is a vowel is 4/10.

**Per uad** : to convey information about a decision or our own

**or** : to convey information about a decision

**Sel -Ex re** : to share personal feelings, values, and experiences

**Plea** : to express, report, or bring attention to a particular

Because of our lifestyle, you tend to choose the same as we do. Like everyone else, your natural inclination, attitude, and behavior lead you to choose the same as we do. Like everyone else, your natural inclination, attitude, and behavior lead you to choose the same as we do.



# Your Communication Gateway

Personal Life Professional

The Communication Gateway is a tool that helps you to communicate effectively between different areas of your life. It is a tool that helps you to communicate effectively between different areas of your life. It is a tool that helps you to communicate effectively between different areas of your life.

- The unshaded boxes are for your personal life.
- The light shaded boxes are for your professional life.
- The dark shaded boxes are for your personal and professional life.

## GOAL OF THE MESSAGE

		Talk-Oriented	Relationship-Oriented		
		PERSUADING	INFORMING		
		Expressing	Pleading		
LISTENING APPROACH	Feel -Oriented	<p><b>APPRECIATE</b></p> <p>Focus on the listener's experience.</p>	<p>Probably not relevant for you to see this.</p>	<p>Probably not relevant for you to see this.</p>	<p>Probably not relevant for you to see this.</p>
	Feel	<p><b>EMPATHIC</b></p> <p>Focus on the listener's feelings.</p>	<p>Probably not relevant for you to see this.</p>	<p>Probably not relevant for you to see this.</p>	<p>Probably not relevant for you to see this.</p>
	or -Oriented	<p><b>DISCERNING</b></p> <p>Focus on the listener's needs.</p>	<p>Probably not relevant for you to see this.</p>	<p>Probably not relevant for you to see this.</p>	<p>Probably not relevant for you to see this.</p>
	or -Oriented	<p><b>COMPREHENSIVE</b></p> <p>Focus on the listener's understanding.</p>	<p>Probably not relevant for you to see this.</p>	<p>Probably not relevant for you to see this.</p>	<p>Probably not relevant for you to see this.</p>
	or -Oriented	<p><b>EVALUATIVE</b></p> <p>Focus on the listener's evaluation.</p>	<p>Probably not relevant for you to see this.</p>	<p>Probably not relevant for you to see this.</p>	<p>Probably not relevant for you to see this.</p>



Co u at o Ga A aly Su ary:

A ord to t e Co u at o Ga A aly o t e revou a e, area w ere you a ear to ave t e reate t tre t are:

- tuato w ere eaker are atte t to or you, you are robably killed at relat or ato to ex t k owled e a d ro e t e u derly ea o t e e a e.
- tuato w ere eaker are atte t to ex re t e elve to you, t ey robably e e t at t e r eel a d o er are ot ud ed, but rat er are ly valued a d u der tood.
- tuato w ere eaker are atte t to er uade you, you are o t lkely able to de t y a d or a z e orta t, ore ue o t e r ar u e t .
- tuato w ere eaker are atte t to ex re t e elve to you, you ay be ly killed at o e tualz t e dee er, u da e tal o er t at drvet e ex re o .

Area w ere you t a e o e o your reate t alle e are:

- tuato w ere eaker are atte t to er uade you, you ay o t r t ally evaluate t e ot ve be d t e e a e or alle e a eaker' la w e a ro rate.
- tuato w ere eaker are atte t to or you, you ay a e t a t or dea wt out que to t e r a ura y or o der t e eaker' ba .
- tuato w ere eaker are atte t to ex re t e elve to you, you ay o o a o be er uaded by e oto ala eal t at ot er t re ard a a ulat ve.
- tuato w ere eaker are atte t to e terta or lea e you, o e eaker ay eel t at you ave ored or d ed t e r e ort .

Ba ed o t e or ato above a d t rou out t re ort:

1. W at l te a roa e a you ado t or rove to better at er, u der ta d, or a t o or ato ?
2. W at l te a roa e a you ado t or rove to tre t e relat o ?



**Next Steps :**

As a result of your recent evaluation of your leadership practice. Factors that determine the effectiveness of your leadership practice are the knowledge about the subject, your understanding, your personal values or your own attitude, or the desire to try to do better or to do it. One of the best ways to test your leadership practice is to use a variety of questions to ask your team. The questions include the following :

- What are the main goals?
- What evidence do you have to support this?
- What is the ratio of the budget to the results?
- Are there alternative explanations or solutions that are being drawn?
- How do you think your personal experience is?
- What are the most important factors that are being drawn out?

When you are in a position where you are better than all the other leaders. In addition, take the time to create a 'leader's' role or role. Further, be sure that you do not have a false sense of being an expert in the field. All the time, be sure to take the time to evaluate the effectiveness of your leadership practice. A leader's role is a trait that is developed to a high level of knowledge.

Your results also tell you about the effectiveness of your leadership practice. So a factor that keeps everyone from a high level of performance is the desire to try to do better or to do it. One of the best ways to test your leadership practice is to use a variety of questions to ask your team. The questions include the following :

- You may want to read your self at other times you have a need or a desire.
- When you are surrounded by the most effective type of leadership, you may want to be sure that they are not just your best or a good one.
- A leader's role is a trait that is developed to a high level of knowledge. One of the best ways to test your leadership practice is to use a variety of questions to ask your team. The questions include the following :

Based on the feedback you have received, what are the things you take to improve your leadership practice?



## Reflection

1. What behavior do you exhibit that affects others? How do you address the behavior to determine your impact?
2. Because we all have a unique worldview, we may automatically exhibit behavior that others may not. What behavior do you exhibit that you actively reflect on to improve?
3. How do you elicit other alternative behaviors to improve your impact?



# A to Plate Grd

Per o al L te Pro le®

Below are four tables. In each table, you will find a list of words and their meanings. Write the words in the boxes provided. You do not know the words, but you know the meanings. Write the words in the boxes provided. Fill in the boxes in each row to describe the words in the table.

<b>Your Most Natural</b> <b>L te A roa e :</b>  <i>Core e ve</i> <i>E at</i>	<b>Area where you</b> <b>t ter ret t e</b> <b>be av or o t</b> <b>er o :</b>	<b>Area where t</b> <b>er o t</b> <b>ter ret your</b> <b>be av or:</b>	<b>S e a t o t at</b> <b>a el ze or</b> <b>avo d</b> <b>o u at o :</b>
Per o :  Natural L te A roa e :			
Per o :  Natural L te A roa e :			
Per o :  Natural L te A roa e :			
Per o :  Natural L te A roa e :			



## Are at ve A roa

Per o al L te Pro le®

### De r t o :

Peo le wt a re ere e to a re ate w le l te wa t to e oyt el te ex ere e. S et e e l te er l ke to be e terta ed, t ey are ore lkely to ay atte to to ot er t ey e oyt er re e tato .

A re at ve L te er l te or rato a d re er l te to eaker w o aket e eel ood about t e elve , w el t e relax. A re at ve L te er are al o ore lkely to l te t e eaker e oy or er er or a e. A re at ve L te er are ore about t e overall re o o t e eaker t a t e deta l be re e ted.

### A ro r ate E v ro e t:

- E oy e to a o ert, o ver ato , or lea urable eve t

### Fo u

- To relax a d e oyt e ex ere e

### Mot vat o

- To be e terta ed
- To be red
- To e oy
- To d u or t e tuato

### Be av oral d ator

- Pay atte to to t e o text a d tyle o re e tato
- Re o d v bly to olor, ou d, la ua e, a d r yt
- F d t e u or t e e a e
- de t e wt t e lea ure o t e e der
- Relaxe



**De r to :**

Peo le wt a re ere e to e at ze w le l te wa t to rov de t e eaker wt a ou d board to o er u ort a dre le to . S e E at L te er are ate tl te er , t ey te d to l te to t e eel a de o to t at are revealed. T ey d tea y to relate to a eaker' eel a d ay re o ze w at a eaker wa t eve be ore t e eaker ee t learly.

E at L te er re le tw at t ey ear ot er ay a d let ot er k ow t at t ey are about w at a bee a d. A a re ult, E at L te er are o te a roa ed by eo le w o wa t to "let o tea ." a ked or adv e, owever, t e E at L te er w ille ou ra e ot er to de de ort e elve .

**A ro rate E v ro e t:**

- Cou el a re d, rov d a o ortu ty or o eo e to "let o tea " or ex re t er eel

**Fo u**

- To u ort t e e de ra e or e talk t rou o er

**Mot vat o**

- To rov de a o ortu ty or o eo e to ex re t ou t a d eel
- To a e t t e e a ew t out ud
- To lear ro ot er eo le' ex ere e

**Be av oral d ator**

- Let t e e der k ow t ey are
- Let t e e der do t e talk
- S ow tere t
- A k o e -e ded que to
- Re a rel ately le t, ot o er olut o ed ately



 **De r to :**

Peo le w t a re ere e to d er w le l te wa t to a ke ure t ey et all t e or ato . T ey re que tly take o te o w a t a eaker ay ot at t ey w ll ot or et t. D er L te er wa t to k ow w a t t e a e a e , a d t ey o u lo ely o a y re e tato or o ver ato .

add to tot e e a e, D er L te er u ally re e bert e eaker' a eara e, be av or, a d vo e. D er L te er d d tra to very a oy a d w ll do t er be t to el ate t e . T ey w ll l kely tu e out t ere are too a y d tra to a t a y t e w le l te .

**A ro rate E v ro e t:**

- Lear , at er or ato

**Fo u**

- To et o lete or ato

**Mot vat o**

- To deter e t e a e a e
- To ort out t e deta l
- To de de w at orta t
- To ake ure ot ed

**Be av oral d ator**

- Take ote
- A k or lar ato
- Co e trate
- El ate d tra to
- Re eat to o r a ura y



 **De r to :**

Peo le w t a re ere e to o re e dw le l te relate w at t ey ear to w at t ey already k ow by or a z a d u arz . T ey are ood at re o z key o t a d l k betwee o e e a e a d a ot er, eve w e a eaker d or a zed.

Co re e ve L te er l te or ow a eaker develo t ear u e t , ot at t ey u der ta d t e rato ale o t ear u e t. T ey ay a k que to to lar ya eaker' te to a d relate w at t ey ear to t er ow ex ere e order to better u der ta d t e e a e. Co re e ve L te er a e erally ure out w at eo le te d to ay, eve t e eaker ot ex l t. T ey a al o re o ze w e o eo e ay o et a d ea o et el e. Co re e ve L te er a tell w e a d v dual doe ot u der ta d w at a bee a d, a d t ey w ll be able to re-ex la t ore learly.

**A ro rate E v ro e t:**

- Tak dre to ro o eo e, deter w at to do

**Fo u**

- To or a ze a d ake e eo or ato

**Mot vat o**

- To relate t e e a e to er o al ex ere e
- To u der ta d t e relato a o t e dea
- To deter e t e rato ale o t e eaker' ar u e t
- To l te ort e a dea a d u ort dea

**Be av oral d ator**

- Elaborate o w at a bee a d
- A k or lar ato o t e e der' te ded e a e
- Br u related ue
- Su ar ze
- Ex la t e e a e to ot er t er ow word



## Evaluat ve A roa

Per o al L te Pro le®

### De r to :

Peo le wt a re ere e to evaluate w le l te te d to look ort e a t t at u ort a eaker' o e t. T ey do ot a e t o et a true u t be au ea ex ert ay t. Evaluat ve L te er l te or owa eaker develo t ear u e t order to rt que t e e a e.

Evaluat ve L te er try to ure out t e eaker' te to be ore re o d to t e e a e a d ay e tally "ar ue" wt t e eaker. T ey will l te u t l t ey k ow w at t e eaker ay , a d t e t ey will re ly. Evaluat ve L te er do ot l ke w a t a eaker ay , t ey qut l te . Evaluat ve L te er al o t e d to be ke t al o a eaker w o overly e t u ed about o et . T ey t k about ow t ey would re e t t e eaker' e a e d ere tly.

### A ro rate E v ro e t:

- Mak a de o , vot , draw o lu o

### Fo u

- To ake a de o ba ed o t e or at o rov ded

### Mot vat o

- To relate w at eard to t e r er o al be l e
- To que to t e e der' ot ve
- To u ort t e e a ew t a t
- To a e tor re e t t e e a e

### Be av oral d ator

- A t vely a ree or d a ree
- Re o d ele t vely
- Ex re e ke t
- Gve t e e der adv e
- Qut l te