



Ma a e e t A to Pla er

*DiSC® Management
Action Planner*



**Building
Strategies
to Become a
More Effective
Manager**

**FORTUNA INTERNATIONAL
LIMITED**

LEADING PERFORMANCE IMPROVEMENT



Re o de t Na e
Su day, Se te ber 25, 2 5

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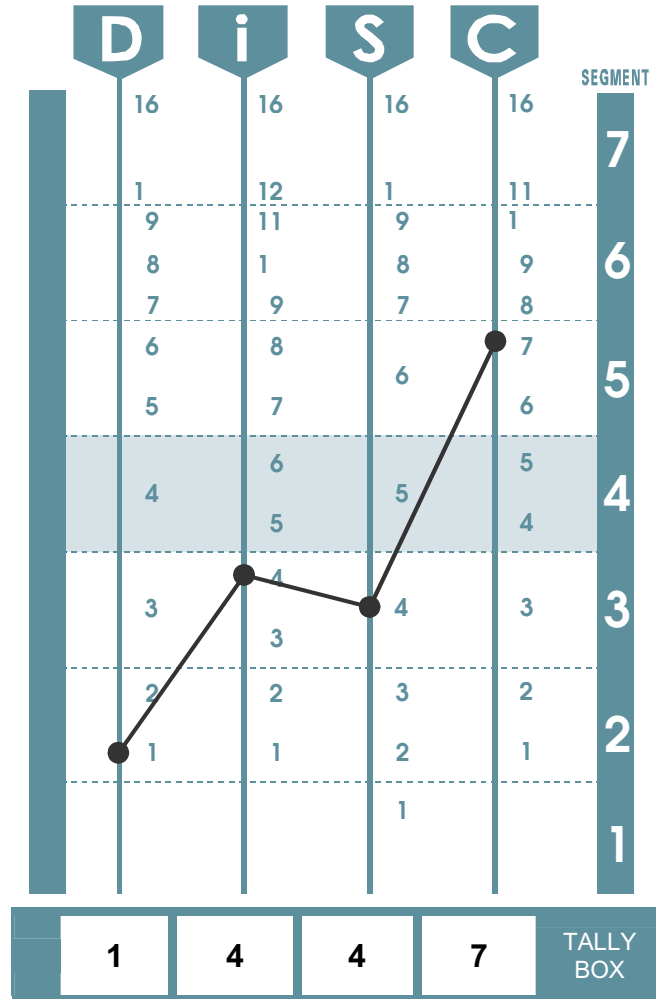
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Ja et' D SC® Profile

Below is the D SC® Graph that shows Ja et' behavioral role as you describe your situation.



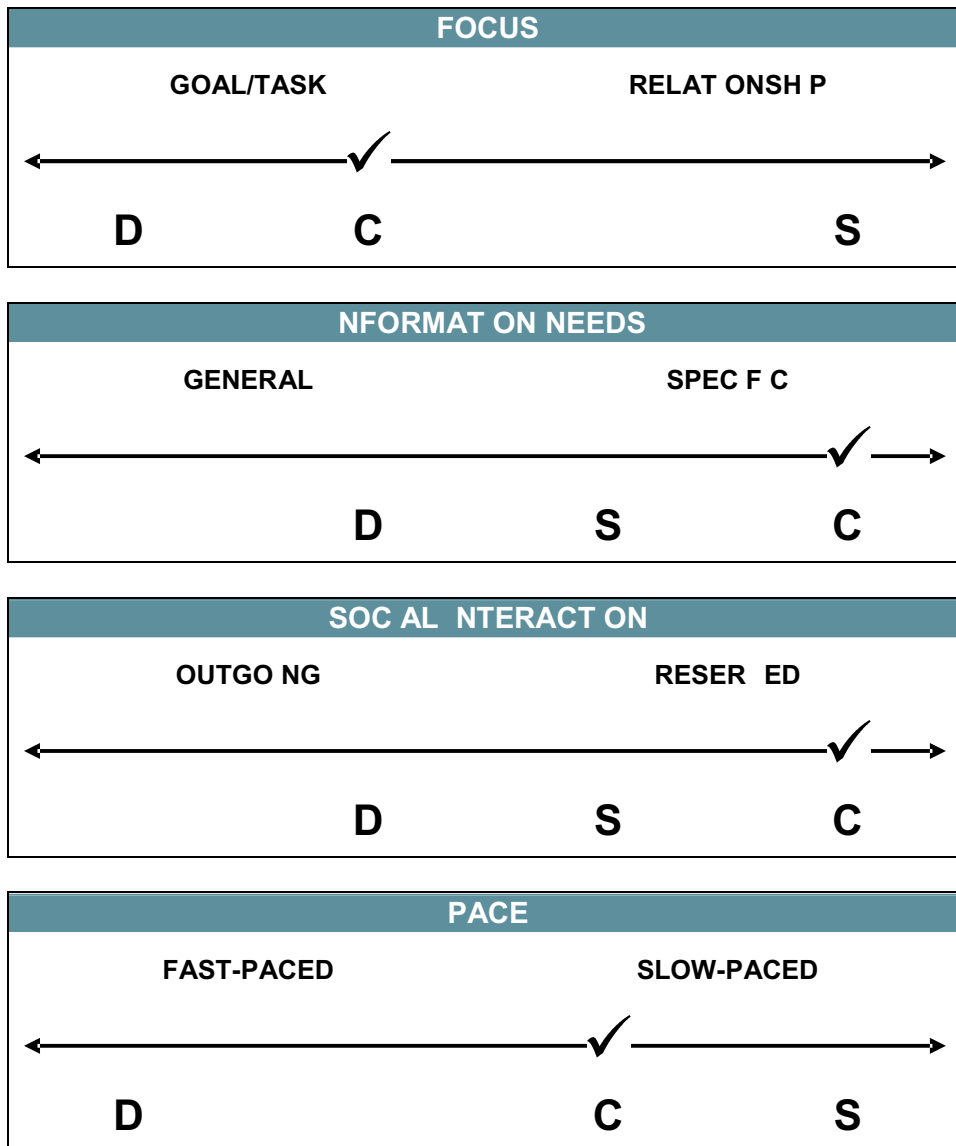
PROFILE DETAILS	
First Name:	Ja et
Last Name:	Bovy
Gender:	Female
Major and Situation:	Developmental area

Adaptability to Different Style

The four behavioral styles exist to compare to you with each other. The four behavioral styles are illustrated in the diagram that is required on the right of you at the bottom of your report to Janet's behavioral style.

Janet's four behavioral style (i.e., the left column) is marked with the ✓ symbol.

If you have completed your own **DSC® Profile**, let your friend DSC style of each of the four styles with a "X." The diagram on the right shows you will need to adapt to the style of Janet's friend's style.



Su e to or tera to

Ja et' tro e t be avoral tyle (.e., e t lott o t) ow t e aded olu . We develo your **A to Pla** (a e 6) or er, rewew t e u e to rovded below or ea a roa t e a a e e t ro e .

	D Do a e	I lue e	S Stead e	C Co e tou e	STRONGEST
▼ Ma a e e t A roa e					
D RECT NG U ew e e a ■ ew kll ; ■ otvato .	<ul style="list-style-type: none"> ▪ Fr ly a d dre tly tell er t e ex e ted key re ult . ▪ De e t e ollow-u ro e a d t el t o eraut orty. ▪ Su erv e er ro re , o er redre to e e ary. 	<ul style="list-style-type: none"> ▪ Tell er t e rorty o t e re ult to be a eved ▪ H l t t e be e t to era d to ot er ▪ Reque t e eedba k to e k or er u der ta d a d to u erv e er ro re . 	<ul style="list-style-type: none"> ▪ Tell er o rete ter t e re ult to be a eved. ▪ Lay out a te -by- te la . ▪ De e er role a well a your a d ot er'. ▪ Prov de re ular or al eedba k o er er or a e. 	<ul style="list-style-type: none"> ▪ Tell er t e ex e ted re ult exa t ter . ▪ C e k er u der ta d a da e ta e o out o e . ▪ Prov de t e to ro e or ato a d ew kll . 	
COACH NG U ew e e a ■ o e kll ; ■ low otvato .	<ul style="list-style-type: none"> ▪ S ow er ow to et t e ex e ted re ult . ▪ A k or er u e to ett t e de red out o e. ▪ O er way o rea re ult . ▪ Co t ue to u erv e a d ra e er ro re . 	<ul style="list-style-type: none"> ▪ S ow era e , l e da to la to a o l oal . ▪ U e e t u a t ubl ra e. ▪ Prov de o ortu te to rewew er ro re a ually. ▪ Prov de u ort or a dl detal . 	<ul style="list-style-type: none"> ▪ S ow er ow t e ro e t wll tre t e t e tably o t e re e t e vro e t. ▪ Co l e t e re ort at reat tably a d buld relat o . ▪ Prov de re ular o ortu te or or al d u o . 	<ul style="list-style-type: none"> ▪ S ow er t e ba or t e ta k. ▪ Move toward rea a re e t about t e out o e a d y te at la to a o l ta k . ▪ Allow er to be o e a ex er t ort ro e t. ▪ Co l e t e r er or a e. 	
SUPPORT NG U ew e e a ■ a y kll ; ■ o e otvato .	<ul style="list-style-type: none"> ▪ A k ow e a a eve t e de red re ult . ▪ E oura e er to d er ow et od . ▪ Pra e era eve e t . ▪ L te to er u e to or a o l ta k . 	<ul style="list-style-type: none"> ▪ A k or er ut, ow you value ero o a d o t e t. ▪ Prov de tru ture a d o u ort a k . ▪ Pra e t e be e t to you a d ot er t e or a zato . 	<ul style="list-style-type: none"> ▪ A k er w a ta roa e e t o ortably u e to deal w t a ew ro e t. ▪ Prov de a ta e reat a ew la . ▪ Pra e qu k de o a da er t e be avor. 	<ul style="list-style-type: none"> ▪ A k er to rewew er work a d ra e er tre t . ▪ E oura e er to a talze o t e tre t o ot er . ▪ Prov de t e to t k about t e oluto be ore o t t to a la . 	
DELEGAT NG U ew e e a ■ a y kll ; ■ otvato .	<ul style="list-style-type: none"> ▪ Let er a a e tuato o orta e to er. ▪ Note your o de e er ability to et t e de red re ult . ▪ Allow er to dre t ot er . 	<ul style="list-style-type: none"> ▪ Let er deter ea a to la . ▪ Su ort er a o l obe tve . ▪ Prov de a o ortu ty to tera t w t ot er . 	<ul style="list-style-type: none"> ▪ Let er outl e ow e a dled a lar tuato a d rewew. ▪ Co u at e t e er ty o your tere t. ▪ Be ava lable or re ular ollow-u wt er. 	<ul style="list-style-type: none"> ▪ Let er re e t la or a ev de red out o e . ▪ Allow er to tell you ow e wa t u ort. ▪ Ex la t e orta e o t e ro e t ort e overall or a zato . 	

Ma a e e t A t o P l a

Ste 1: DEF NE t e ro e t o r t a k t o b e o l e t e d.

Ste 2: CONS DER J a e t l t o t t a k o r r o e t.

W h y t y l e o b e a v o r d d y o u d e t e r e b e t d e r b e d e r?

W h y **Ma a e e t A** r o a d d y o u d e d e w o u l d b e o t e e t v e?

Ste 3: RE EW a e 5, "S u e t o o r t e r a t o," t o d e t y o b l e a r o a e . L t t w o o r t r e e e a t o y o u l a t o t a k e w t J a e t.

1.

2.

3.

Ste 4: CLAR FY t e e a t o a d r e o b l t e o r y o u r e l a d J a e t.

W h a t d o y o u e x e t e r t o d o?

W h a t w i l l y o u d o?

W h e w i l l t b e a o l e d?

Ste 5: MPLEMENT y o u r l a a d t e o d e r t e r e u l t .

W h a t d d y o u l e a r a b o u t J a e t?

H o w a y o u b e o r e e e t v e w t e r t e u t u r e?

Ste 6: FOLLOW-UP

H o w a d w e w i l l y o u e k o J a e t' r o r e w t t r o e t?

W h a t u r t e r a t o t y o u t a k e a d o w a t d a t e?