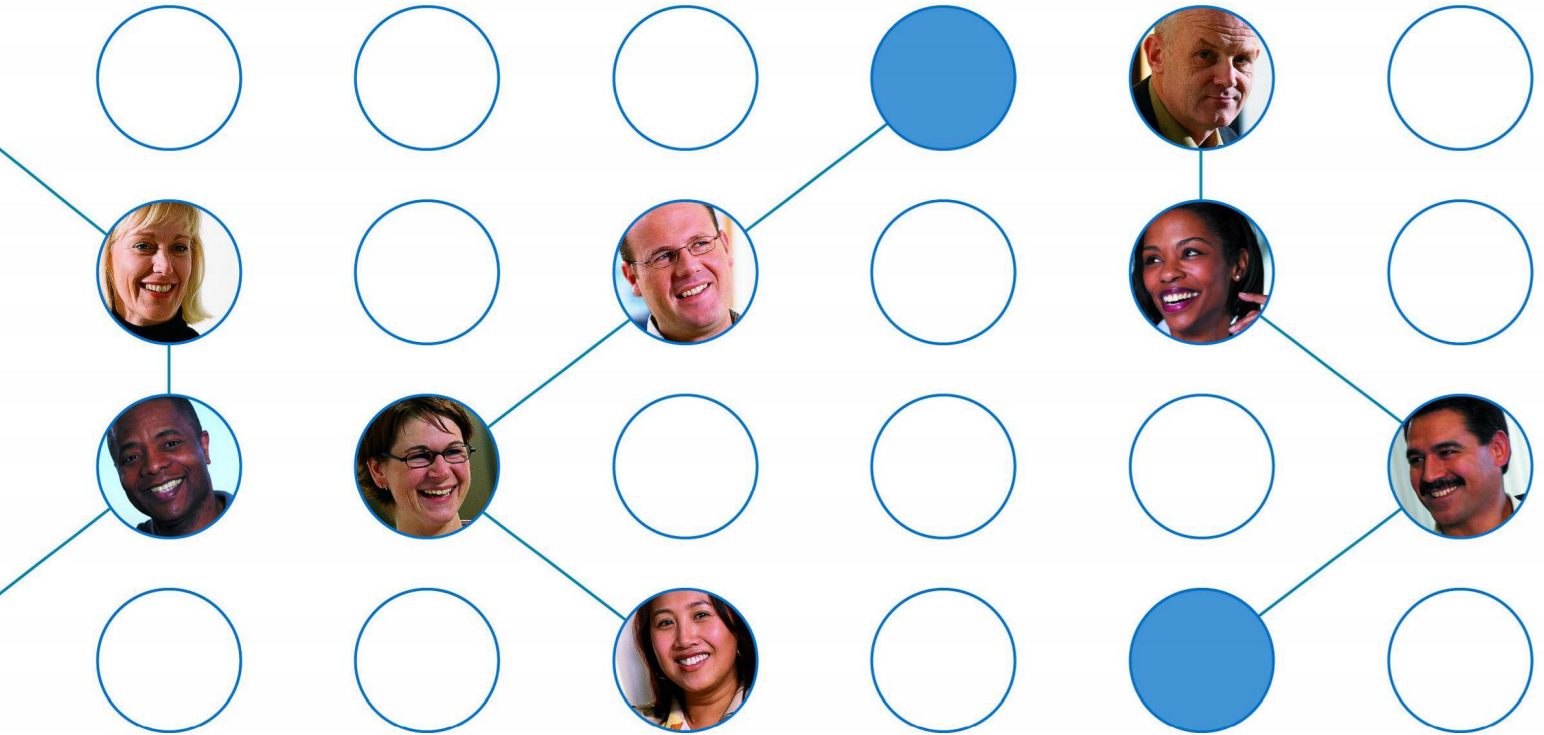




# Facilitator Report



## Group Sample Report

(45 People)

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This report provided by:

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## Overview of the DSC® Faculty Report

For more than 3 years, DSC® has helped educators everywhere deal more effectively with our data and value delivered. DSC re-orientates attention toward a more user-friendly way we do things. This faculty report designed to help you better understand diversity of other roles with your role of at you are all part of a DSC knowledge effectively.

DSC can be used a variety of text to help delivered effectively. The tool is not necessarily used to help individual and group

- Understand the relevance, trends, and growth area
- Analyze the overall diversity
- Develop a model of the user's overall style
- Create a dialogue about the overall relevance, relationships, and delivery
- Relate to the overall data

This faculty report provides a wide range of information about your role. Use the table of contents below to determine what information is best suited to your role and your overall style and strategy.

- Page 3 **Breakdown by DSC Quadrant** shows the percentage of low, moderate, or high performance of the DSC style. Each quadrant displays the percentage of low, moderate, or high performance of the style at the primary or secondary style.
- Page 4 **DSC Style Distribution** displays the percentage of low, moderate, or high performance of the DSC style. This tool also allows you to compare your role distribution to the overall general relevance data.
- Page 5 **Classical Pattern Distribution** illustrates the percentage of low, moderate, or high performance of the Classical Pattern. Relevance data also provided a comparison.
- Page 6 **DSC and Group Culture** provides an overview of each DSC style and its relation to group culture. This tool describes how you read your DSC culture and the faculty understanding of the overall relationships that individual with its culture may have.
- Page 16 **Individual Data Table** lists each individual, primary or secondary DSC style(s), secondary DSC style(s), Classical Pattern, and the percentage of the total. Names are organized by the DSC style.

For all roles, the data in this report is based on the data that shows the DSC quadrant and the percentage of the total DSC score for each quadrant. This data will not be generated there are too many roles to list to a single quadrant (i.e., more than 4 roles in a single DSC quadrant).



## Breakdown by D SC® Quadrant

The DSC® quadrant in the box below shows the percentage of students who received the D, S, or C style. A score is ordered from 5, 6, or 7. Note that a dual average score of 6 or 7, a dual average score of 5, or a score of 5, 6, or 7, will result in a score of 100%.

At the bottom of each quadrant, the data shows the percentage of students who received a DSC style letter or a score of 5, 6, or 7. A DSC style is ordered from 5, 6, or 7, but not the DSC score. Note that a score of 5, 6, or 7, will result in a score of 100%.

NOTE: Be sure to use the correct data for the DSC style letter or score of 5, 6, or 7, as well as the DSC score of 5, 6, or 7.

**Active/Factorial**  
The percentage of students who received a DSC style letter or score of 5, 6, or 7, as well as the DSC score of 5, 6, or 7.

89%

**Question /  
Low Score**  
The percentage of students who received a DSC style letter or score of 5, 6, or 7, as well as the DSC score of 5, 6, or 7.

87%

<p><b>D</b> <b>73% H</b> 6% Primary 13% Secondary</p>	<p><b>58% H</b> 36% Primary 22% Secondary</p>
<p><b>C</b> <b>31% H</b> 18% Primary 13% Secondary</p>	<p><b>S</b> <b>11% H</b> 4% Primary 7% Secondary</p>

**Active /  
People Score**  
The percentage of students who received a DSC style letter or score of 5, 6, or 7, as well as the DSC score of 5, 6, or 7.

64%

**Total/Moderate Factorial**  
The percentage of students who received a DSC style letter or score of 5, 6, or 7, as well as the DSC score of 5, 6, or 7.

33%

The data in the box above shows the percentage of students who received a DSC style letter or a score of 5, 6, or 7, as well as the DSC score of 5, 6, or 7. The data in the box above shows the percentage of students who received a DSC style letter or a score of 5, 6, or 7, as well as the DSC score of 5, 6, or 7. Note that a dual average score of 6 or 7, a dual average score of 5, or a score of 5, 6, or 7, will result in a score of 100%.

## D SC® Style Distribution

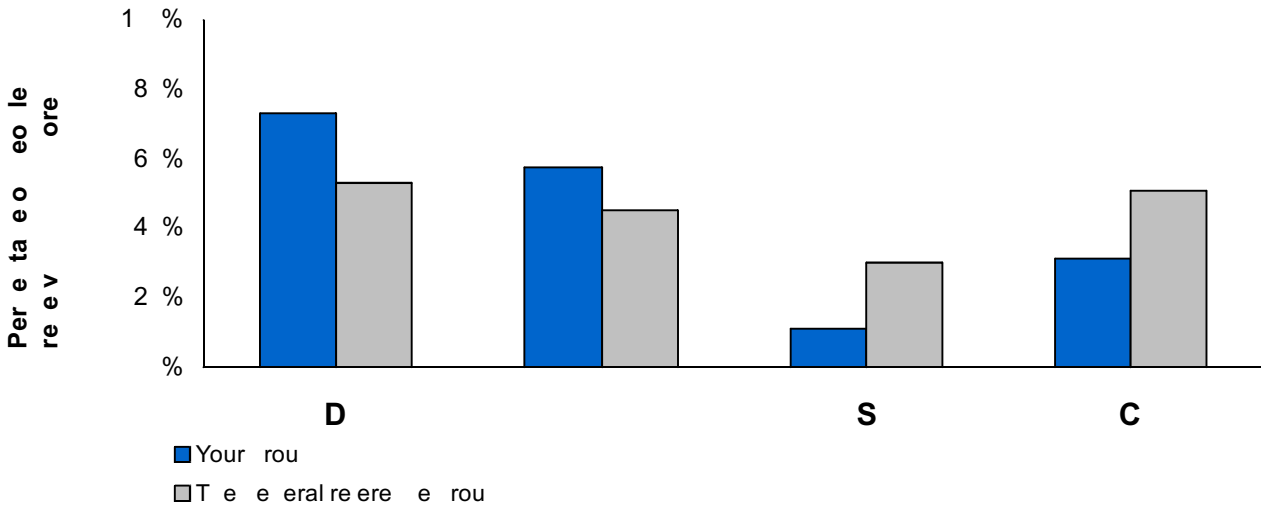
The table below shows the percentage of individual students who are categorized (i.e., High, Moderate, or Low) on each DSC® style. The table also shows the percentage of students who are categorized on each DSC® style at the primary or secondary level.

	D	S	S	C
<b>High Score</b>	<b>73%</b>	<b>58%</b>	<b>11%</b>	<b>31%</b>
Primary	6%	36%	4%	18%
Secondary	13%	22%	7%	13%
<b>Moderate Score</b>	<b>4%</b>	<b>13%</b>	<b>9%</b>	<b>18%</b>
<b>Low Score</b>	<b>22%</b>	<b>29%</b>	<b>8%</b>	<b>51%</b>

A score of 5, 6, or 7; a moderate score of 4; and a low score of 1, 2, or 3. A DSC score of 5, 6, or 7, but not 8, is considered a primary or secondary score. A DSC score of 8 is considered a tertiary score. Note that a student may have two primary or secondary scores.

## Compare your score to the general population

The bar chart below allows you to compare your score to the general population. The chart compares your score to the general population of students who are categorized on each DSC® style. The darker bars represent your score, and the lighter bars represent the general population, with DSC data from over 2,000 students.\*



\*The general population data provided is based on data from all students who have taken the DSC online assessment. Note that scores are based on the general population, not on the data from your school. See the text at the bottom of the text area or contact us for more information about your general population data and how to use it. The text area is located below the chart.



## Classical Pattern Distribution

The table below lists the number and percentage of students who received each Classical Pattern. Note that the “% weight” column only reflects the data for over 2, and the “% weight” column only takes the total number of students into account.

	Classical Pattern	Number	Percentage	Weight % <sup>†</sup>
D	Ratio	1	22%	11%
D	Result-Oriented	9	2%	8%
DC	Creative	7	16%	18%
	Procter	5	11%	8%
D	Developer	4	9%	7%
SC	Performer	3	7%	16%
C	Objective Thinker	2	4%	7%
d	Performer	2	4%	5%
C	Practitioner	1	2%	5%
	Analyst	1	2%	4%
S	Analyst	1	2%	2%
	Connector		%	5%
S	Seeker		%	2%
Sd	Investigator		%	1%
Sd	Adversary		%	1%
Total		45		

<sup>†</sup> The “weight” data reflects the distribution of students who are your students to other students who have taken the DSC online assessment. The “weight” data is based on a sample of over 2, and the “weight” column only takes the total number of students into account. The distribution of students is as follows: 12% Analytical, 5% Analytical, 75% Creative, 7% Performer, and 2% Native Analytical. Gender was equally distributed and all individual students were above the age of 18. Note that the “weight” data is based on a sample of students who are your students to other students who have taken the DSC online assessment.

\* Note that there are many reasons why your students’ results could be different from the “weight” data. First, the “weight” data is based on a sample of over 2, and the “weight” column only takes the total number of students into account. Second, the “weight” data is based on a sample of students who are your students to other students who have taken the DSC online assessment. Third, the “weight” data is based on a sample of students who are your students to other students who have taken the DSC online assessment. Finally, the “weight” data is based on a sample of students who are your students to other students who have taken the DSC online assessment.



## DSC® and Group Culture

Just as individual behaviors, roles and development are unique to each person, organizational culture is a set of shared values, beliefs, and attitudes that influence how we work. Put simply, culture is “the way we do things here.” Although not everybody agrees with or follows the culture, most people eventually learn to adapt to it in some way. DSC® does not address all elements of culture, but the following are key areas to consider, including, but not limited to, how we work with our culture.

### Why is our culture important?

Group culture affects how we behave, attitudes, and how we interact with each other. People who do not follow the culture often feel like outsiders. But over time, the culture leads to a sense of belonging and a shared purpose. The environment we create is important.

Culture also affects how we work together. It affects how we communicate, how we solve problems, and how we make decisions. It affects how we treat each other, how we work together, and how we interact with each other. The culture we create is important.

### Where does our culture come from?

Group culture is often shaped by the behaviors of all the people in the group. A number of factors determine our culture, including:

- The role of the group leader
- The role of the group members
- The type of work the group does
- The formal culture of the group
- The role of the group members
- The role of the group members

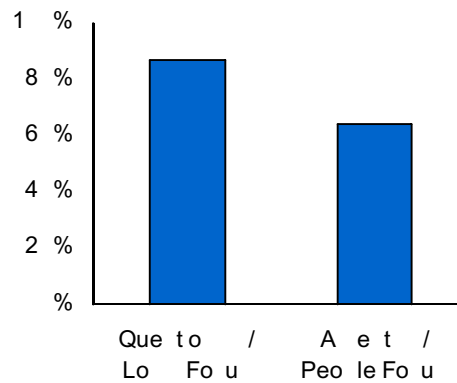
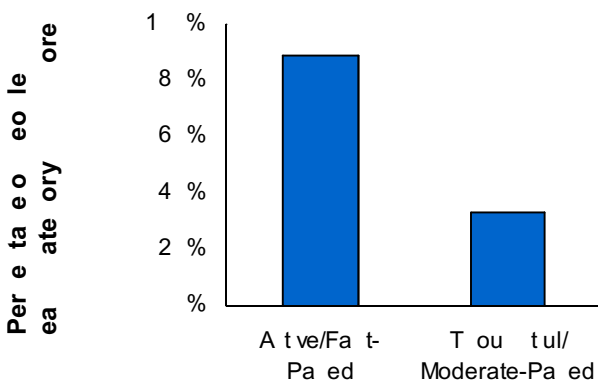
These are just some of the factors that influence our culture. Understanding the role of your culture can help you to create a better one.



## Your D SC® Culture

### How do k ow y rou ' D SC ulture?

Ju ta you a lear to read d vidual ' tyle , you a al o lear to read t e D SC® tyle o a rou . Doe your rou ulture ave at ou tul, are ul, a d oderate a e (S a d C tyle ) or doe t ave a tve, a ertve, a t a e (D a d tyle )? Co der t at 89% o your rou e ber e oya a tve/a t a e a d 33% e oya t ou tul/ oderate a e. Doe your rou ulture ave ore o a que to ore tato (C a d D tyle ) or a a e t ore tato ( a d S tyle )? Co der t at 87% o your rou e ber te d to be que to , la a rortyo o er lke lo a d obe tv ty a d 64% te d to be a e t , la a rortyo o er lke relat a d eel .



A you exa e te e ra above, o der t e ollow o t :

- Te a e o your rou e ber u ore a tve a t ou tul. Te rou robably o ta a ya ertve e o le w o are qu k de o aker . T o te reate a dy a a d a t- a e d ulture. Co der t e t te a e ort e re to te rou .
- A u ber o your rou e ber ave a te de y to be ore que to a d ke t alt a a e t a d a reeable. Te e are e o le w o robably rortze lo a d obe tv ty ove e at y a d er o al eel . T o te o ttribute to a ulture t at ta k-ore ted, atter-o - a t, a d u e t e tal. Co der t de rbe your rou ulture.

### Ot er o derat o

You al o ay wa t to t k about w at orta t to your rou . W at be av or doe t reward a d w at be av or doe t rt ze? Te ollow a e de rbe e a o te our D SC ulture . Read t rou t e e de r to a d de de w o e , a y, de rbe your rou . So e rou d t at a ble d o two D SC tyle de rbe t er ulture be t. O t e o t er a d, o e rou d t at o e o t e D SC tyle really de rbe t er ulture. Ore ve beyo d t , o e rou d t at t ere are orta t ub rou t at ea ave t er ow D SC ulture.

Te ollow or ato o rou ulture de ed to el you u der ta d o e o t e alle e a d rutrato t at your rou e ber t a e. A well, t w ll el you re o zet e ru que o t rbut o , art ularly t o e w o d er ro t e do a t ulture. F ally, u der ta d ulture w ll allow you to u der ta d o e o t e d ulte w t w your rou t tru le.





## The “D” Style w t your Grou

The olu below l t t e eo le w o ored t e Do a e tyle a d t o e w o ored low t tyle. Co der ow t e e two rou t u der ta dea ot er. A d you ave a D ulture, o der ow t o e w t w o are low D ay rea t to t at ulture.

Note: t e u ber o rou e ber below ex eed t e ax u t at a t, t e l t w ll be o t ued at t e e do t re ort.

H D		Low D	
Darre Ak	Karl Arbu kle	Paula A der e	Ada Be re
Peter Ber	S elly Bra dt	Da Cou l	S ott F er
Mar Coulter	e t Da o te	Betty Gro a	Ta y Herr a
Jo D llo	Roberta E oza	Cat y Hol e	Maro Lew
Ro er Fra	Jo G lbert o	Su a Mueller	Do a Pauley
Ala Gre o	Burt Gro a		
Robert He ll	Tylor He der o		
A ad Ja al	Cat er e Ker ey		
Truo Le	Debora Leo ard		
M elle Lo ez	M uel Mart ez		
T o a M Nolte	Ke t Meyer		
Patr a Morr	Da O'Bre		
Mark Oder ard	Eduardo R vera		
Da Rol to	Nate Saa o		
Bra Sabotka	Je Sa der		
Ste a e Sou ek	Ot T o a		
Mar a a quez			

## ue to Co der

you ave a D ulture, you ay wa t to t k about t e ollow que to :

### For rou e ber

- How do t e low-D' your rou eel about t ulture? W at are t er ru trat o a d alle e ?
- How doe t e rou l t e t o t o e w t a low-D?
- How do t e -D' your rou re o d to t o e w o are low-D' ?
- How o e your ulture to t e , S, a d C tyle ? How do t ey br bala e to your rou ?
  - Dot e -' eel t at t ey et t e er o al re o to t ey de erve?
  - Dot e -S' eel l ket ey et eedba kt at too old a d e tve?
  - Dot e -C' eel t at t ey are ve t e to t kt t rou a d ak e t er t de o ?

### For your rou a a w ole

- W at are t e adva ta e a d drawba k o t e D ulture or your rou ?
- How doe t e D ulture u ort or bt t e u e o your rou ?
- Doe your rou take t e t e to al ulater k ?
- Doe t e rou wa tet e w t ower tru le ?
- Doe tatu et t e way o ood de o ak ?
- Doe t e rou atte d t e e oto ala d o al eed o t e ber ?



## The “ ” Culture

The er e ta e o your rou e ber (58%) w o ave ore o t e lue tyle o ew at er t a t eavera e rou tak t o l e ro le (45%). Co der t tyle de r be your rou ulture. T e all ark o a ulture are a e er et at o ere, a o u o ovato , a d lot o t e e t e et or o al at er . T ulture value e e tve tea work a d reatve a roa e to roble . Tru t ve tot o ew o are o e a dex re ve. Peo le w o ex el t ett te d to be ar at d v dual wt kee o al kll . Su a e vro e t deal ort o ew o a re at e t e ower o olle tve bra tor a d t e ote talo re o e t . However, t o e d v dual w o are o t a eo le-ore ted ay be ru trated wt t ee a o rou a t v t e a d o al e t e . add to , oor la a d a azard atte to to deta l a o et e reve t - or a zato ro a tually le e t a y bold dea .

### Reward :

Creat v ty  
E t u a  
O t  
Collaborat o  
Pa o

### Crt ze :

Rule ak  
Caut o  
Overa aly  
trover o  
e t v ty

## Work t e “ ” Culture

T e ulture o er be e t a d alle e or eo le wt ea o t e our D SC® tyle .

### **H -D d v dual**

H -D d v dual a re at e t e a t a e a dex t develo e t t att ulture e oura e . T er ea er e to ta kle ew alle e kee t e y le o reatv ty ov , w re t er ollea ue a d be e t t e or a zato . However, t ey ay row ate t wt rolo ed eet , a d t e ulture' e a o eo le' eel ay trket e a a ro rate or eve ou ter rodu tve.

### **H - d v dual**

T e - e ro wll d o better tt a t ulture. T e e d v dual t rve o ovatve a roa e a d o ta t t e ra to wt eer , bot o w are abu da e t e vro e t . T ulture' rorte ut t e e e er et eo le to u a de reet att er atural zeal ro el t e or a zato orward. But law u a d or a zato a d otty la a be a ed w e a - e ro a tve t ett .

### **H -S d v dual**

Peo le w o are S re o d well to t e re o to t att ey re eve t ulture. A d alt ou t ey ay ot bet e o t vo al rou ett , t ey tlll ket e a tt at o al ra e are eld re ard t e vro e t . T e e d v dual o u o teady er or a e a d avo d all atte to to t e elve , w allow t e or a zato to u to ore e t vely. Stll, t e eed o a e t ulture ay be too u ort e o et e , a d t er eed ord re to lkely to ou et.

### **H -C d v dual**

H -C d v dual a at a to t ulture by e bra t e value o t er work. a t t e re ort are e e tal to t e or a zato ' tru ture, be au t ey a ta order a ot er w e ra t e vro e t . Alt ou t ey ay be ee a y al, t ey u dertake t e re ear , a aly , a d deta l-ore ted ta k t at ot er avo d . However, t ey ay be o e a oyed at t e la ko lear u del e a d rule t ulture. T ey al o ay re e t t e re ure to be extroverted a d e er et .



## The “ ” Style w t your Grou

The olu below l t t e eo le w o ored t e lue tyle a d t o e w o ored low t tyle. Co der ow t e e two rou t u der ta dea ot er. A d you ave a ulture, o der ow t o e w t w o are low ay rea t to t at ulture.

Note: t e u ber o rou e ber below ex eed t e ax u t at a t, t e l t w ll be o t ued at t e e d o t re ort.

H		Low	
Karl Arbu kle	Ada Be re	Darre Ak	Paula A der e
S elly Bra dt	Da Cou l	Ala Gre o	Tylor He der o
Mar Coulter	e t Da o te	Cat y Hol e	Truo Le
Jo D llo	Roberta E oza	Debora Leo ard	Maro Lew
S ott F er	Ro er Fra	Da O'Bre	Mark Oder ard
Jo Gilbert o	Ta y Herr a	Do a Pauley	Nate Saa o
A ad Ja al	Cat er e Ker ey	Ste a e Sou ek	
M elle Lo ez	M uel Mart ez		
To a M Nolte	Ket Meyer		
Patr a Morr	W lla Muelke		
Su a Mueller	Eduardo R vera		
Je Sa der	Ot To a		
Mar a a quez	Xe Xo		

## ue to Co der

you ave a ulture, you ay wa t to t k about t e ollow que to :

### For rou e ber

- How do t e low- ' your rou eel about t ulture? W at are t er ru trat o a d alle e ?
- How doe t e rou l t e to t o e w t a low- ?
- How do t e - ' your rou re o d to t o e w o are low- ' ?
- How o e your ulture to t e D, S, a d C tyle ? How do t ey br bala e to your rou ?
  - Do t e -D' eel t at too u t e wa ted o alz ?
  - Do t e -S' eel l ket ey ave e ou tru ture a d tab lty?
  - Do t e -C' eel t at orta t deta l are ored a d a aly u dervalued?

### For your rou a a w ole

- W at are t e adva ta e a d drawba k o t e ulture or your rou ?
- How doe t e ulture u ort or b t t e u e o your rou ?
- Doe your rou wa te too u t e o alz ?
- your rou a or a zed a de e ta t eed to be?
- Doe your rou ollow t rou o dea a d ovato ?



## The "S" Culture

The percentage of your respondents (11%) who have more of the Steadfast style of work at lower than average rates of tolerance (3%). Although unlikely, order of style does not represent your respondent's culture. The all-around S culture are stability, red stability, and redness. The culture value through work and a stable work-life balance. Trust is not to be overdone and moderate. People who receive the best results tend to be the dual who avoid old-fashioned and every other respondent's view. Such a view is the deal or to be a relaxed, tea at once with respect for all. People of the culture naturally understand the relationship between the two sides of work. However, the all-around S culture, a desire to take the best of both sides to the next level may be met with the two or three. In addition, the culture may also be a good or it will be to take on bold challenges.

### Reward :

Cooperation  
Loyalty  
Honesty  
Trustworthiness  
Teamwork

### Critique :

Arrogance  
Pride  
Dishonesty  
Rudeness  
Erratic Behavior

## Work in the "S" Culture

The S culture often be a challenge for those who are not our DSC® style.

### H -D dual

H -D dual strive to be the best in the culture. They are often the ones who take bold decisions and take the risk. Such adventures are a bet for a better way, not for a better rule to move forward. However, they are not the ones who are rude or ugly. H -D', on the other hand, may feel that the view is too "too young." Further, the low-achieving, stable culture of the dull to the -D dual, who may look elsewhere for help.

### H - dual

People who are usually the best in the culture. They bring a lot of ideas and good ideas to the table. In this way, they build a good reputation. On the other hand, however, they are often the ones who are not the most reliable. At the same time, they are likely to be bored with the lack of interest in the culture of the other side, and they may be overheard by the other side about it.

### H -S dual

The -S side are the ones who are the best in the culture. The dual side do well to be the best of the view, and they look forward to the role of collaboration in the art of the culture. They are the ones who do not have loyalty and never really know the value. However, the downward side of the best of the best is the best of the best, a better way to be, take a step, or take a step.

### H -C dual

The dual side like the best of the best in the culture. They are the best of the best, and they are the best of the best. They are allowed to lay out their terms clearly. In addition, they are the best of the best by the best of the best. However, they are the best of the best. H -C', the best, may feel that the other side are a way to be the best.



## The “S” Style w t your Grou

The olu below l tte eo le w o ored t e Stead e tyle a dt o ew o ored low t tyle. Co der ow t e e two rou t u der ta dea ot er. A d you ave a S ulture, o der ow t o ew t w o are low S ay rea t to t at ulture.

Note: t e u ber o rou e ber below ex eed t e ax u t at a t, t e l t w ll be o t ued at t e e do t re ort.

H S		Low S	
Paula A der e	Da Cou l	Darre Ak	Karl Arbu kle
Ta y Herr a	Mar o Lew	Ada Be re	S elly Bra dt
Do a Pauley		Mar Coulter	e t Da o te
		Jo D llo	Roberta E oza
		S ott F er	Ro er Fra
		Jo Gilbert o	Ala Gre o
		Betty Gro a	Burt Gro a
		Robert He ll	Tylor He der o
		A ad Ja al	Cat er e Ker ey
		Truo Le	M elle Lo ez
		M uel Mart ez	T o a M Nolte
		Ke t Meyer	Patr a Morr
		W lla Muelke	Su a Mueller
		Da O'Bre	Mark Oder ard
		Eduardo R vera	Da Rol to
		Nate Saa o	Bra Sabotka
		Je Sa der	Ot T o a
		Mar a a quez	Xe Xo

## ue to Co der

you ave a S ulture, you ay wa t to t k about t e ollow que to :

### For rou e ber

- How do t e low-S' your rou eel about t ulture? W at are t e r ru trat o a d alle e ?
- How doe t e rou l t e to t o ew t a low-S?
- How do t e -S' your rou re o d to t o ew o are low-S' ?
- How o e your ulture to t e D, , a d C tyle ? How do t ey br bala e to your rou ?
  - Dot e -D' eel t at t e rou ove too lowly a dt at eo le are too e tve?
  - Dot e -' eel l k e t ey ave e ou ex t e e t?
  - Dot e -C' eel t at t e rou ake de o ba ed o o a o rat er t a lo ?

### For your rou a a w ole

- W at are t e adva ta e a d drawba k o t e S ulture or your rou ?
- How doe t e S ulture u ort or b tte u e o your rou ?
- Doe your rou take e ou r k ? Doe t avo d a e eve w e t ey are eeded?
- Doe t e rou avo d ak e e ary but tou de o u t be au e t ey t u et ot er ?
- Doe t e rou old o ro v d ult eedba k to avo d urt ot er eo le' eel ?



## The "C" Culture

The percentage of your respondents (31%) who have more of the Core Culture style is **low** relative to the average respondent (51%). Although unlikely, consider the possibility of being your respondent. The characteristics of a C Culture are quality, accuracy, and order. Such a culture values standards, accuracy, and loyalty. The respondent is detail-oriented. The respondent is loyal but only to those they respect. The culture values quality, hard work, and dependable members. The respondent, however, may not be as enthusiastic about the organization as a whole. They are not rowdy or carefree.

### Reward :

Achievement  
Completeness  
Attention to detail  
Productivity  
Dependability

### Critique :

Missed opportunities  
Lateness  
Sloppy Research  
Exaggerated Emotions

## Work in the "C" Culture

The C Culture member is a detail-oriented member of our DSC® style.

### **H -D** Individual

Double check and detail will frustrate the -D individual. They will be tight to get over, but they will be ordered to work the road and administrative. On the other hand, they will know where they stand at all times and they are organized and efficient. They are all like workers who are willing to adapt and follow the lead.

### **H -** Individual

Many individuals will be bored with the detail-oriented nature of the organization. They will need to develop a strategy to get out of the organization. The members are thorough thinkers, the respondent is rational. They are also very organized, and they are efficient at the culture are more about the task than about the people. On the other hand, they are not very social, and they are very rare and valuable assets in the environment.

### **H -S** Individual

H -S people will like the ability to be very efficient. A disadvantage is the requirement to be extroverted and outgoing, they will not likely be at ease. But be assured that the respondent is able to work alone, and the -S people are very loyal. The task-oriented nature of the culture may make them feel that organizational activities are ordered and efficient.

### **H -C** Individual

H -C' usually feel that the environment is very efficient. They like the structure, but the culture that values quality and dependability. They are very 'organized' and they are a hard worker. They are, however, not overly analytical and they do not take a great deal of time.



## The “C” Style w t your Grou

The olu below l tte eo le w o ored t e Co e t ou t yle a d t o e w o ored low t t yle. Co der ow t e e two rou t u der ta dea ot er. A d you ave a C ulture, o der ow t o e w t w o are low C ay rea t to t at ulture.

Note: t e u ber o rou e ber below ex eed t e ax u t at a t, t e l t w ll be o t ued at t e e do t re ort.

H C		Low C	
Paula A der e	Jo Gilbert o	Darre Ak	Karl Arbu kle
Betty Gro a	Burt Gro a	Ada Be re	Peter Ber
Ta y Herr a	Cat y Hol e	S elly Bra dt	Mar Coulter
Cat er e Ker ey	Truo Le	e t Da o te	Ro er Fra
Mar o Lew	Da O'Bre	Ala Gre o	Tylor He der o
Mark Oder ard	Do a Pauley	A ad Ja al	M elle Lo ez
Nate Saa o	Ste a e Sou ek	M uel Mart ez	Patr a Morr
		W lla Muelke	Su a Mueller
		Eduardo R vera	Da Rol to
		Bra Sabotka	Je Sa der
		Ot T o a	Mar a a quez
		Xe Xo	

## ue to Co der

you ave a C ulture, you ay wa t to t k about t e ollow que to :

### For rou e ber

- How do t e low-C' your rou eel about t ulture? W at are t e r ru trat o a d alle e ?
- How doe t e rou l tte t o t o e w t a low-C'?
- How do t e -C' your rou re o d to t o e w o are low-C' ?
- How o e your ulture to t e D, , a d S t yle ? How do t ey br bala e to your rou ?
  - Do t e -D' eel t led by t e low a e o t e rou ?
  - Do t e -' eel bored or bo ed dow deta l ?
  - Do t e -S' eel olated a d o ally u o e ted?

### For your rou a a w ole

- W at are t e adva ta e a d drawba k o t e C ulture or your rou ?
- How doe t e C ulture u ort or b tte u e o your rou ?
- Doe your rou take e ou r k ?
- Doe t e rou e d too u t e e ur a ura y w e t ould be a t ?
- Doe t e rou atte d to t e e oto ala d o al eed o t e ber ?



**dividual Data Table**  
DSC® Faculty Report

**dividual Data Table**

For each row member, the table below lists the primary DSC® style(s), secondary style(s), Classification Pattern, and degree number. Names are rounded by primary DSC style.

Group Member	Primary DSC Style(s)	Secondary DSC Style(s)	Classification Pattern	Sequence Number
Karl Arbuckle	D		ratioal	7612
Jonathan	D		Reult-Ored	7514
Roberta Egoza	D		Reult-Ored	7514
Melle Lopez	D		ratioal	7612
Toma Molte	D		Reult-Ored	6524
Eduardo Rvera	D		Reult-Ored	7512
Ottoma	D		Reult-Ored	6523
Burt Groa	D		Creative	6435
Truole	D		Creative	6235
Mark Oderard	D		Creative	7316
Nate Saa	D		Creative	7125
Jo Gilbert	D		Creative	6515
Darre Ak	D		Develoer	7233
Peter Ber	D		Reult-Ored	5443
Ala Greo	D		Develoer	7211
Robert Heil	D		Reult-Ored	6424
Tylor Heidero	D		Develoer	6323
Debora Leoard	D		Develoer	6244
Darolto	D		Reult-Ored	7413
Bra Sabotka	D		Reult-Ored	6432
Selly Bra dt	D		ratioal	6613
etDaote	D		ratioal	7711
Ket Meyer	D		ratioal	6614
Je Sa der	D		ratioal	7721
Mar a a quez	D		ratioal	7711
Mar Coulter		d	Per uader	5723
Ro er Fra		d	ratioal	6712
A ad Ja al		d	ratioal	6712
M uel Mart ez		d	Per uader	5711
Patr a Morr		d	ratioal	6712
Ada Be re			Pro oter	3733
S ott F er			Pro oter	2734
W lla Muelke			Pro oter	4731
Su a Mueller			Pro oter	3731
Xe Xo			Pro oter	4711
Da Cou l	S		A et	2564
Ta y Herr a	S		Pra tto er	1565
Da O'Bre	C	d	Creative	6137
Paula A der e	C		Per eto t	2267
Mar o Lew	C		Per eto t	3167

A DSC style is ordered secondary to a degree level 5, 6, or 7, but not the secondary DSC degree level.



**Individual Data Table**  
 DSC® Facilitator Report

**Individual Data Table**

Group Member	Primary DSC Style( )	Secondary DSC Style( )	Classical Pattern	Session Number
Dora Pauley	C		Perse to t	2157
Betty Gro a	C		Ob e tve T ker	3427
Cat y Hol e	C		Ob e tve T ker	2247
Ste a e Sou ek	C D		Creat ve	5245
Cat er e Ker ey	D C		A ra er	5525

A DSC style ordered secondary to a a e e t ore o 5, 6, or 7, but o t t e e t DSC e e t ore.



D SC® Style

The box below shows the order of your rou re ev t er e t e e t ore ea DSC® quadra t. Note t at d v dual a ave two or ore ore t at t e or e t.

<p style="text-align: center;"><b>6 % o t e rou</b></p> <p>Darre Ak Peter Ber e t D a o te Roberta E oza Ala Gre o Robert He ll Cat er e Ker ey Debora Leo ard T o a M Nolte Mark Oder ard Da Rol to Bra Sabotka Ste a e Sou ek Mar a a quez</p> <p style="text-align: center;"><b>D</b></p> <p>Karl Arbu kle S elly Bra dt Jo D llo Jo G lbert o Burt Gro a Tylor He der o Truo Le M elle Lo ez Ket Meyer Eduardo R vera Nate Saa o Je Sa der Ot T o a</p>	<p style="text-align: center;"><b>36% o t e rou</b></p> <p>Ada Be re Mar Coulter S ott F er A ad Ja al M uel Mart ez Patr a Morr Su a Mueller Mar a a quez</p> <p>S elly Bra dt e t D a o te Ro er Fra Cat er e Ker ey Ket Meyer W lla Muelke Je Sa der Xe Xo</p>
<p style="text-align: center;"><b>18% o t e rou</b></p> <p>Paula A der e Cat y Hol e Mar o Lew Do a Pauley</p> <p style="text-align: center;"><b>C</b></p> <p>Betty Gro a Cat er e Ker ey Da O'Bre Ste a e Sou ek</p>	<p style="text-align: center;"><b>4% o t e rou</b></p> <p>Da Cou l Ta y Herr a</p> <p style="text-align: center;"><b>S</b></p>