

**FORTUNA INTERNATIONAL
LIMITED**

LEADING PERFORMANCE IMPROVEMENT



Group Sale Report

(8 People)

Monday, September 26, 2015

Report provided 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

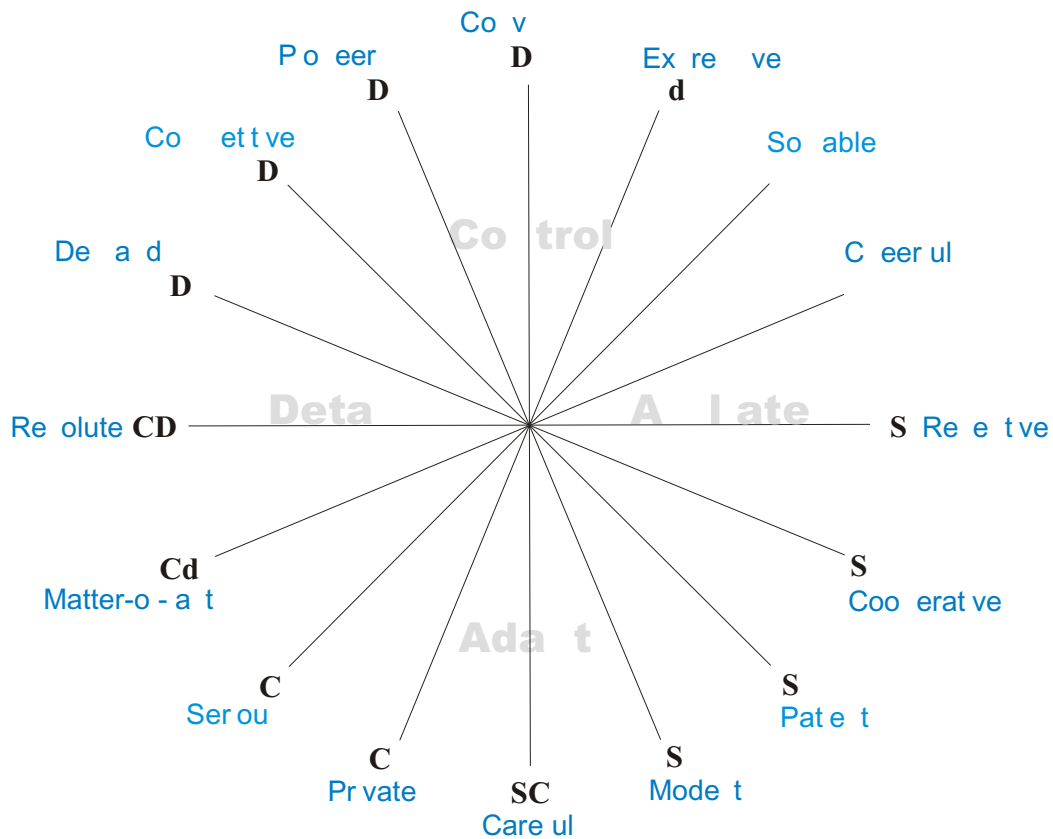
The DSC® Indra™ Report
 DSC® Indra™

Small Group Sample Report

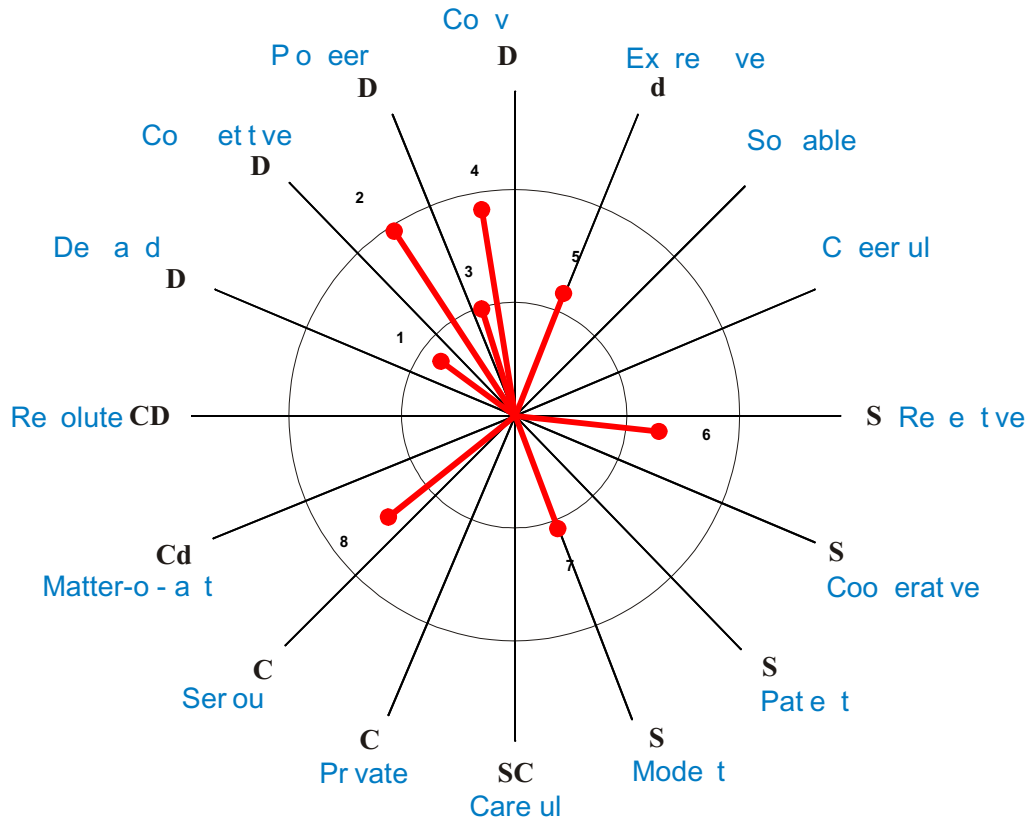
DSC® Indra™ offers a detailed and reliable diagnosis by a fully trained and qualified DSC model therapist. Using the feedback provided by Indra, individual advisors are able to reduce overall team resistance to change and improve relationships. The report explores the relationship dynamics of the group based on the therapist's observations.

DSC Indra Model

DSC Indra displays a series of DSC therapist observations of two dimensions — Control-Data and Late-Data. Each of the 16 dimensions represents a behavioral dimension. There are four or two styles of the DSC Indra approach to understand relationships in the workplace. DSC Indra is provided as a series of dimensions each offering a view on how we manage relationships in the workplace.



S all Grou Sa le Re ort



The Group ver o o t e DSC® dra™ Ma o ta t e DSC e tor or every e your rou . Ea er o ' DSC e tor re re e t t e r exa t re e r e e a l o t e Co trol a d A lato d e o , deter t e r DSC ter er o al Style. T e e ber o your rou a d t e r ter er o al Style are l t e d o t e ext a e .

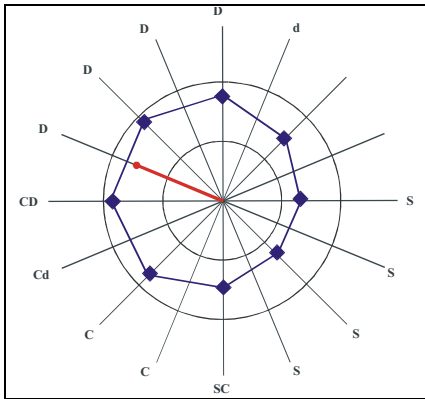
ter er o al Style o Your Grou

DSC® dra™

Each row member, along with their DSC ter er o al Style, listed in the table correspond to their DSC color logo, starting with the D letter and followed by the color of the dra Ma. A symbol is assigned to each row member's ter er o al Style.

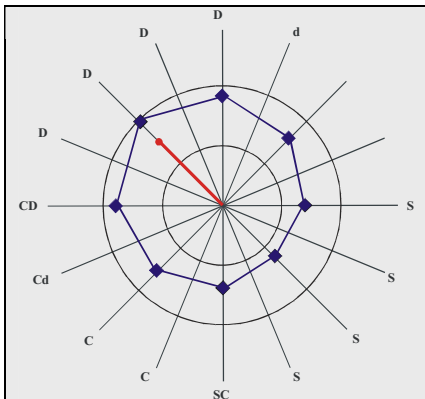
On the following tour area, each of the DSC dra ter er o al Style are described, along with the unique color leader's name of the row with each Style. A lettered unary of your row is repeated to the end of Group Day, followed by the Group ter er o al Color unary or exhortation letter added here, and the Relative Fit Matrix for all the dyad in your row. Finally, a set of color to add a total are provided for further exhortation with your row.

Color	Group Member	DSC ter er o al Style	Symbol
1	Chris Colette	Colette (D)	●
2	Paul Poer	Poer (D)	■
3	Patty Poer	Poer (D)	■
4	Cathy Cov	Cov (D)	◆
5	Erk Exreve	Exreve (d)	✱
6	Rachel Reetve	Reetve (S)	▲
7	Mark Modest	Modest (S)	□
8	Sally Serou	Serou (C)	▽



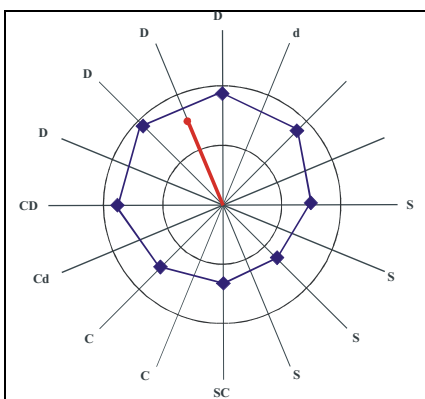
De ad (D) ◁ **Nu ber o Peo le: (%)**

Peo le wt a De ad (D) tyle te d to be te ea d or eul ter a roa to le. O te tro -wllad ad de e de t, t ey are lkely to reer ur u terow at addret terow atvte ratert a ollaborat wt ot er . Te d to ave a erou a roa to le, t ey are lkely to ex eta erta a ou to tru le order to a eve ter oal . A a re ult, t ey are u lkely to ed u te a ual oal tera to wt ot er . Stro ly ou ed o re ult , eo le wt t tyle te d to wa t o trol over t o et t at a etter ably to a eve ter oal .



Co etve (D) ● **Nu ber o Peo le: 1 (12.5%)**

Peo le wt a Co etve (D) tyle te d to be tro ly d v dual t a d deter ed. T ey te d to reer deal wt eo le a tra toward a era da re ate ot er e a te a d dly a well. O te el- rela t a d re our eul, eo le wt t tyle ay be o ortable wt a re ve tera to . T ey are lkely to eek o etve tuato a d ter de re to w ay be tro erta ter e tvty to te eed o ot er . T er r a roa te d to o u ate to ot er t at t ey ould take ter o la t el ew ere t ey wa t a o earted re o e.



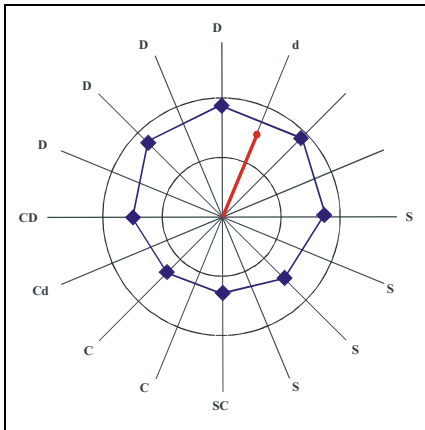
Po eer (D) ■ **Nu ber o Peo le: 2 (25%)**

Peo le wt a Po eer (D) tyle te d to be ea er to take ar e a d et te a e. Co v ot er to work toward ter oal , t ey are u ually ee a de ve, or eul, a d er ua ve. tee ea y ort e to take t e lead o ver ato , eve te a eo o o to ro ot er . Peo le te d to ee te a a ertve a d re ta t to lue e ro ot er . Te d to be qu k t ou t a d a to , eo le wt t tyle ay be ate ta d ault- d wt t o ew o are ot.



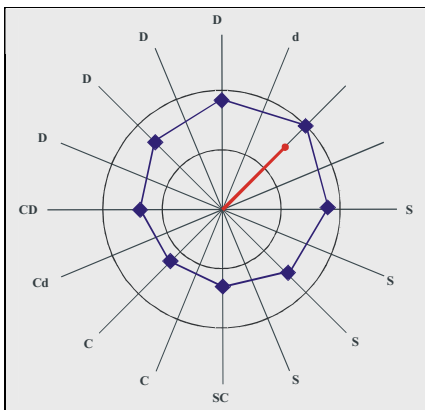
Co v (D) ◆ **Nu ber o Peo le: 1 (12.5%)**

Peo le wt a Co v (D) tyle te d to eek to lue e eo le a d tuato . T ey ay ake a o ou e ort to od y t e t ou t a d a to o ot er u er ua ve verbal ably te . T er ably to ex re vew o de tly a d ter kll at re a o o ed u der re ure lkely to de o trate ter leader ably te to ot er a o ell way. Peo le wt t tyle ay d tea ordre t ot er e etve a a way o d lay ower a d el- o de e a a latve rat er t a o etve way. Ot er are lkely to e oy ter dy a a roa .



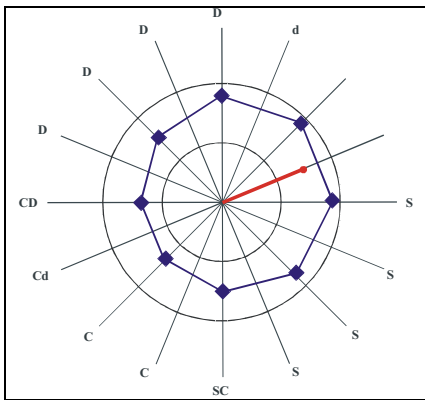
Ex re ve (d) ✪ Nu ber o Peo le: 1 (12.5%)

Peo le wt a Ex re ve (d) tyle te d to a roa eo le a d tuato a e er et ,lvely a er. Tey ee to e oy t e alle e o eet ew eo le a d ett t e to lke t e . Tey te d to o u ate learly a d vvdly, u a a e oto ally ex re ve a d de o tratve tyle. Wt t r a roa , t ey are lkely to way eo le to t er o to vew. Tey ee to be quite ood at attra t eo le a d kee t e a ollea ue , le t , or re d . Peo le wt t tyle are true extrovert a d are lkely to d t e elve ea ly wra ed u t er ter er o ale v ro e t.



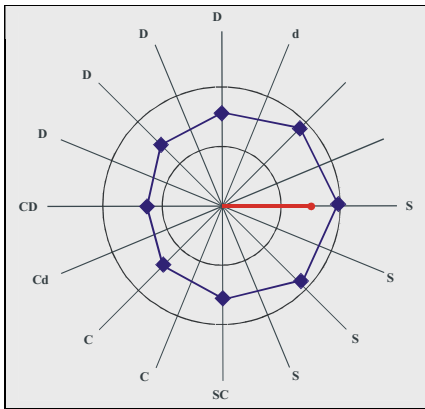
So able () ▼ Nu ber o Peo le: (%)

Peo le wt a So able () tyle te d to be eer ul a d out o . Wt t er o t a d reate t u a or l e, t ey are u lkely to be doura ed by e atve re o e ro ot er . Tey are lkely to ave a relaxed, a ual a er we tera t wt ot er . O e a dea y to a roa , t ey te d to be a tvely volved wt ot er eo le. Tey ay look or way to lude tera to wt ot er a arto t er daly a tvte , eek a ob a d a tvte t at rovde ax u o ortu te . alu a roval a d o ularity, eo le wt t tyle are lkely to ultvate a wde ra e o re d a d a qua ta e utt a ro work a d o al r le .



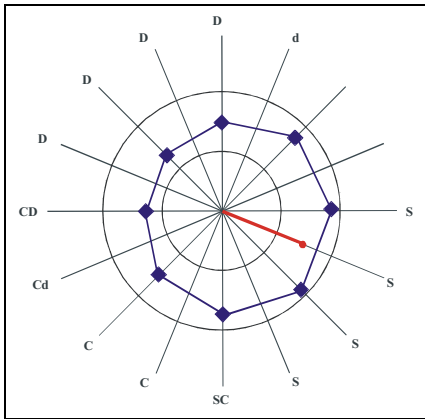
C eer ul () ► Nu ber o Peo le: (%)

Peo le wt a C eer ul () tyle te d to be war a d l t- earted. Po tve a d oy ul t er a roa to l e, t ey are lkely to d a reat deal to a re ate ot er . No atter w at o eo e t ay or do, t ey robably d o et o l e tary to ay about t at er o . A a re ult, t ey te d to ve ot er t e eel o be u der tood a d a e ted or w ot ey are. Peo le wt t tyle ee to ave d overed t a t a e ta e a d a roval a be wo by u re dly be av or. Tey are lkely to eel o t o ortable tera t wt ot er a o e a d o t t a er, ex re t er t ou t a d eel reely.



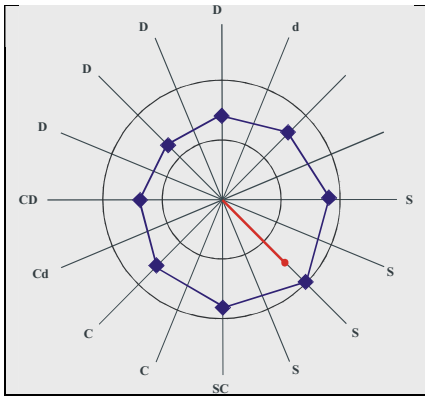
Re e tve (S) ▲ Nu ber o Peo le: 1 (12.5%)

Peo le wt a Re e tve (S) tyle te d to be ea y o a d re dly. Tey are lkely to re e t a relaxed, a roa able a er to ot er . Feel at ea e wt t a t ey are, t ey te d to re o d to ot er a tru t , re e tve a er. Tey te d to e tabl o tve relat o wt ot er wt t er a reeable, a latve re o e . T er tru t be av or lkely to draw lar re o e ro ot er . Ot er eo le are lkely to d eo le wt t tyle ea y to talk to be au e o t er o ortable ter er o al tyle.



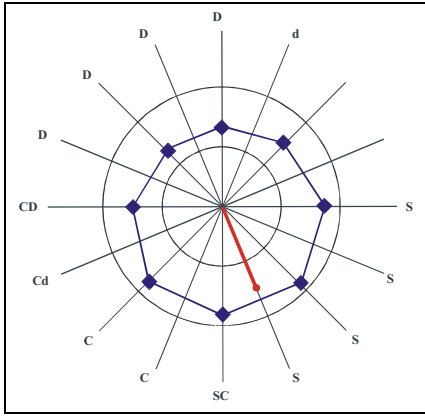
Cooperative (S) ◀ **Number of People: (%)**

People with a Cooperative (S) style tend to be even-tempered and a peacemaker. They are likely to avoid war and conflict. They are likely to create a war atmosphere if they feel they have to. People with this style are probably easier to understand than others. Other people with a different style are likely to be killed at a distance and a knowledge of other people's good qualities.



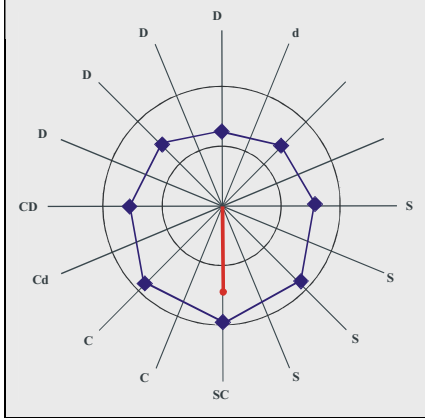
Patient (S) ○ **Number of People: (%)**

People with a Patient (S) style tend to be calm and deliberate. They are likely to work to a task slowly. They tend to devote their time to the needs of others. They are unlikely to be comfortable with a role or a leader. In fact, people with this style may feel more comfortable taking a role or a leadership role.



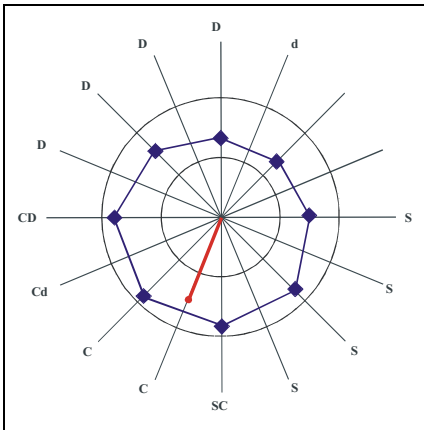
Modest (S) □ **Number of People: 1 (12.5%)**

People with a Modest (S) style tend to be low-key and easygoing. They are likely to be reserved and do not tend to be a dominant figure. They tend to be comfortable with a role or a leader. They may be quick to accept a role or a leadership role. They are likely to accept a role or a leadership role.



Careful (SC) ◇ **Number of People: (%)**

People with a Careful (SC) style tend to be cautious and deliberate. They are likely to be controlled and careful. They are likely to be a role model, looking for the best way to do things. They are likely to be a role model, looking for the best way to do things. They are likely to be a role model, looking for the best way to do things.

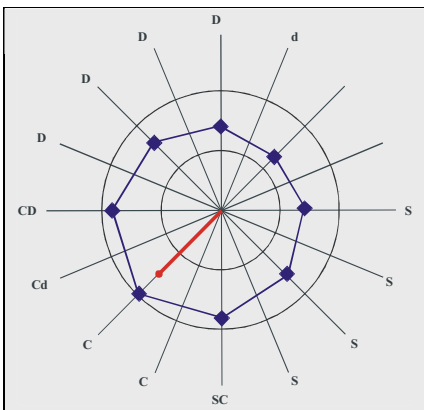


Pr vate (C)



Nu ber o Peo le: (%)

Peo le wt a Pr vate (C) tyle te d to be re erved a d ol tary. T ey ay reer to l t t er o al o ta t to t era to t at are ore tru tured t a or al. Te d to be erou a d ra o al, t ey ay e oy lo al ar u e t or t era t wt eo le wo ue a ore y te at , et od ala roa . T ey are lkely to t k are ully be ore eak a d u e word re ely. Te d to be o ew at troverted, eo lewt t tyle ay e tate to o aual o ver ato wt ot er . S e t ey ee to be o ortable wt t er re erved, ol tary a roa to le, t era to wt ot er ay take a low rorty t er day-to-day a tv te .

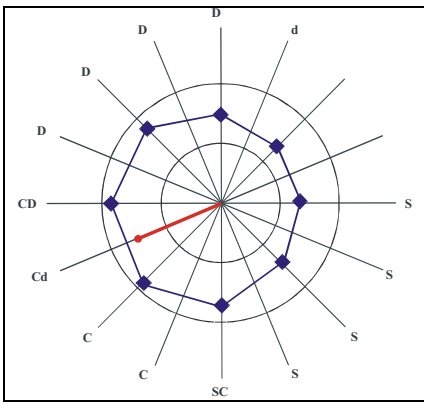


Ser ou (C)



Nu ber o Peo le: 1 (12.5%)

Peo le wt a Ser ou (C) tyle te d to be d ta ta du ex re ve t er t era to . T ey ay eek to l t o al t era to to t o e t at are e e ary to ull work require t . Te d to be o ew at troverted, t ey are lkely to value t er rva ya d ay reer to ur ue ol tary a tv te . See to a roa le a o ber a er, t ey ay a l o be rt ala d ere to t . Per a a are ult o t er exa t ta dard , eo le wt t tyle ay look at le ke t ally, or eve e t ally. T er ke t ay ve t e a real t a ra al o tuato , a t ey are ulkely to be lue ed by o eo e el e' er e to or dea .

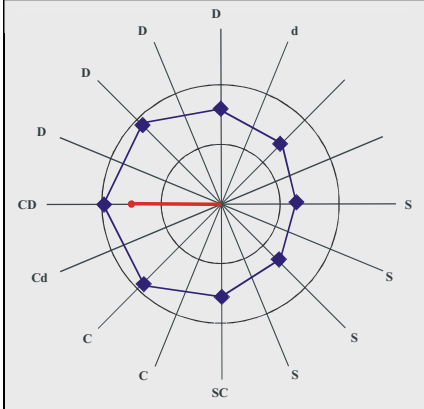


Matter-o - a t (Cd)



Nu ber o Peo le: (%)

Peo le wt a Matter-o - a t (Cd) tyle te d to be re erved t er ex re o . Te d to relate to ot er a deta ed a er, t ey are lkely to bu ld tru t lowly w e t era t wt ew eo le. T ey ay take t e to et to k ow o eo e be ore reveal u about t e elve . Rat er t a eek lo e volve e t wt a e rou o eo le, t ey ay d t at av t er ta ou to er o al a e, rva ya d auto o y ot orta t to t er e eo wellbe . A t ey are lkely to be o trolled t er e oto alex re o , t ey ay a ear deta ed a d u o er ed. Peo le wt t tyle ay u e t er re erved, u e t e ta la roa a a way o a ta a o ortable d ta e.



Re olute (CD)

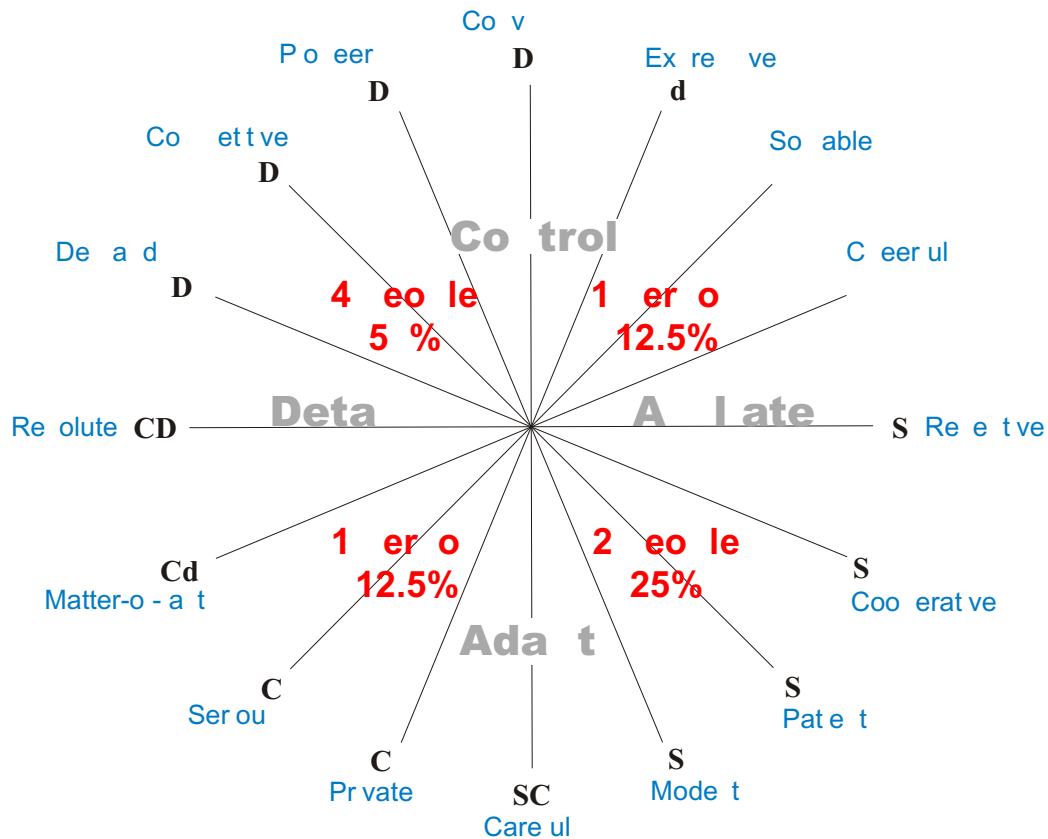


Nu ber o Peo le: (%)

Peo le wt a Re olute (CD) tyle te d to ave a r deter ato a d xed ur o e l e. Alt ou t ey te d to be re erved, t er deter ed a roa e able t e to be r w e e e ary. T ey are lkely to ur ue t er oal v rou ly, eve t e a eo o o to . a t, t ey ay a t ate d ulte a d atte t to o trol e atve out o e t rou v la ta d ere e to rule a d ta dard . Wt t er oal-ore ted, ur o e ul a roa to le, t ey ay ot always ee a o er ed about ot er . T ey are ot lkely to wa te t e a d e er yo o al lea a tre w le trv or re ult . Ot er robably vew eo le wt t tyle a be t er but ar, a k owled t er ur o e ul a roa to l e.

Group Termination by DSC®

A group's termination will be characterized by how the DSC® reports the number of the Control-Adapted Adverse-Data elements. A group may have equally distributed all our quadrants or be dominated by two or more quadrants. You may have a greater relationship to one quadrant than another. You will see the number of your quadrant displayed in the table below.



Transition - Group by DSC

- The DSC termination type of your group members are more related to the Control element than the Adapt element.
- The DSC termination type of your group members are more related to the Data element than the Adverse element.
- You have more members of your group in the Control/Data quadrant than the other two quadrants.

Based on the number of DSC reports for each member of your group, the likelihood of your group's termination is high, and the number of members is low. The termination of a group may be related to the work with the group involved or the way they relate to the termination type of the elements of the group. Your work environment and the balance of reports require it, you may have a good fit. Your group's overall experience or the need to be in the work environment of the Group Data is the most important factor.

DSC® ter er o al Co t uu - Grou
 DSC® dra™

The DSC® ter er o al Co t uu a ea ter er o al Style your rou ba ed o 5 ter er o al be avor .T o t uu a be u ed to rea e u der ta d o t e larte a d d ere e betwee you a d t e ot er eo le your rou . Su e ted d alo ue que to or ex lor d ere e a d larte a be ou d t e Dalo ue e to o t re ort.

To u der ta d t e o t uu , d your y bol l ted o a e 4.T y bol t e a e or everyo e wt your ter er o al Style. Lo ate your y bol t e o t uu , et er l t or r l t or ea y de t ato .T e u ber u der ea y bol re re e t t e u ber o eo le t e rou wt t at art ular tyle.

← Low ————— H →

a e t To o alo wt ;tolerate wt out rote t	●	■	◆	▽	★		□	▲			
	1	2	1	1	1		1	1			
a o odat Obl , ea y to deal wt	●	■	▽	◆	★		□	▲			
	1	2	1	1	1		1	1			
adve turou l ed to u dertake ew a d dar e ter e	□	▽			▲		●	★	■	◆	
	1	1			1		1	1	2	1	
a roa able Ea y to talk to or deal wt		▽	●	■	◆	□	★		▲		
		1	1	2	1	1	1		1		
ar u e tat ve Gve to ar u ; quarrel o e	▲	□			★	◆	▽	■	●		
	1	1			1	1	1	2	1		
a ert ve l ed to bold or o de ta erto ; e at	□		▽	▲			★	◆	●	■	
	1		1	1			1	1	1	2	
blu t La k eel , e tve	▲	□			★	◆	▽	■	●		
	1	1			1	1	1	2	1		
al Co o ed, relaxed		●	■	◆	★	▽		▲	□		
		1	2	1	1	1		1	1		
are ul Atte tve to ote tal da er or ar ; rude t	◆	★	■		●		▲		▽	□	
	1	1	2		1		1		1	1	
eer ul Be ood rt ; erry	▽				●	■	□	◆	★	▲	
	1				1	2	1	1	1	1	
o et t ve Hav a tro ur e to w		▲	□				▽	★	◆	■	●
		1	1				1	1	1	2	1
o or Be av a o ve to al way	■	◆	●	★			▲		▽	□	
	2	1	1	1			1		1	1	
oo erat ve Wll to work wt ot er		●	▽	■	◆	★		□	▲		
		1	1	2	1	1		1	1		
de a d Requ r u o ot er		▲	□			★	◆	▽	■	●	
		1	1			1	1	1	2	1	
d re t Stra tward a d to t e o t	□			▽	▲			★	◆	●	■
	1			1	1			1	1	1	2
d ta t Cool a er; aloo , re erved	★	▲	◆	■	●	□				▽	
	1	1	1	2	1	1				1	

D SC® ter er o al Co t uu - Grou
 D SC® dra™

To u der ta dt e o t uu , d your y bol l ted o a e 4. T y bol t e a e or everyo ewt your ter er o al Style. Lo ate your y bol t e o t uu , et er l t or r l t or ea y de t ato .

← Low ————— H →

do a t Exer t e o t lue e	□	▲	▽	☀	◆	■	●				
1	1	1	1	1	1	2	1				
ea y- o Relaxed att tude; u worried	●	▽	■	◆	☀	□	▲				
1	1	2	1	1	1		1				
ex re ve S ow eel ; e oto al	▽	□			▲	●	■	◆	☀		
1	1				1	1	2	1	1		
r S ow deter ato or re oluto ; u yeld	□	▲			▽	☀	◆	■	●		
1	1			1	1	1	1	2	1		
lex ble Re o ve to a e		▽	●	■	◆	☀	□		▲		
		1	1	2	1	1	1		1		
e ta t A t wt u erta ty; d reet	☀	◆	■	▲	●		□	▽			
1	1	2	1	1			1	1			
er o al S ow o e oto ; aloo	▲		☀	◆	■	□	●		▽		
1			1	1	2	1	1		1		
du trou DI e t work or tudy	▲		☀	◆	□	■	●		▽		
1			1	1	1	2	1		1		
r St ulat to a to ; ot vat		▽	□			▲	●	■	◆	☀	
		1	1			1	1	2	1	1	
oy ul Feel , ex re , or au extre e lad e	▽			●	□	■		◆	▲	☀	
1				1	1	2		1	1	1	
le e t l ed ot to be ar or tr t	●	■	◆	☀		▽		▲	□		
1	2	1	1		1			1	1		
atter-o - a t Stra tward or u e oto al	▲	☀		◆	□	■	●		▽		
1	1		1	1	1	2	1		1		
ode t Not wa t to all atte to to o e el; ret r	◆	■	☀	●		▲	▽		□		
1	2	1	1			1	1		1		
o e Re e tve to ot er ; o able	▽				□	●	■	◆	▲	☀	
1					1	1	2	1	1	1	
o t t Ex e t a avorable out o e	▽				□	●	■	◆	☀	▲	
1					1	1	2	1	1	1	
out o So able a d re o ve to ot er	▽		□			●	▲	■	◆	☀	
1			1			1	1	2	1	1	
out oke S eak reely, o e ly, or boldly	□		▽	▲				☀	●	◆	■
1			1	1				1	1	1	2
ate t Ca able o al lyawat a out o e or re ult	●	■	◆	☀		▽		▲	□		
1		2	1	1		1		1	1		
er ua ve Hav ower to o v e ot er	□	▽				▲		☀	●	■	◆
		1	1			1		1	1	2	1

D SC® ter er o al Co t uu - Grou
D SC® dra™

To u der ta d t e o t uu , d your y boll ted o a e 4. T y boll t e a e or every o ewt your ter er o al Style. Lo ate your y boll t e o t uu , e ter l t or r l t or ea y de t ato .

← Low ————— H →

r vate alu reedo ro tru o or ubl atte to	★	◆	■	▲	●		□	▽		
	1	1	2	1	1		1	1		
que to G ve to doubt; ke t al		▲	★		□	◆	■	●	▽	
		1	1		1	1	2	1	1	
qu et Re erved; o t- oke ; ld; eek	★	◆	■	●		▲		□	▽	
	1	1	2	1		1		1	1	
re e t ve Ready or will to re e ve avorably			▽	●	■	◆	★	□	▲	
			1	1	2	1	1	1	1	
re erved S ow el-re tra t ex re o	★	◆	■	▲	●		□	▽		
	1	1	2	1	1		1	1		
re olute Fr or deter ed; u waver		▲	★	◆	□	■	●	▽		
		1	1	1	1	2	1	1		
re tra ed Moderate re o e; well-be aved, orderly	◆	★	■	●		▲		▽	□	
	1	1	2	1		1		1	1	
er ou Grave qual ty or a er; ter		★	◆	▲	■	●		□	▽	
		1	1	1	2	1		1	1	
ke t al G ve to doubt; que to		★	▲	◆	■	●	□		▽	
		1	1	1	2	1	1		1	
o able Fo do t e o a yo ot er ; re arou	▽				□	●	■	◆	▲	★
	1				1	1	2	1	1	1
ter Fr or u yeld ; u o ro	▲			★	□	◆	■	▽	●	
	1			1	1	1	2	1	1	
ta t ul Co derate deal wt ot er			●	■	◆	▽	★		▲	□
			1	2	1	1	1		1	1
u de a d Not requ r u o ot er	●	■	◆	★		▽	▲		□	
	1	2	1	1		1	1		1	
verbal Talkat ve, ex re ve		□	▽		▲		●	■	★	◆
		1	1		1		1	2	1	1
war S ow e t u a a d re dl e	▽			●	■	□	◆	★		▲
	1			1	2	1	1	1		1

Relato F t Matr x

D SC® dra™

The Relato F t Matr x u arze all o ble dyad relato or all e ber o your rou . We are lkely to d our o t e e tve o ortable relato are wt t o e eo le wt w o we ave a *relato* t o bot d e o o Co trol a d A lato . Relato a t o bot d e o , o e o t e twod e o , or o e. We reer to t e ea :

- Fto 2**— to *bot* Co trol a d A lato d e o
- Fto 1**— to *et er* Co trol or A lato d e o
- Fto** — to *et er* Co trol or A lato d e o

a relato wt a art ular ero a a t o o e or le d e o , t doe ot ea you a ot or will ot ave a relato t at e e tve or o ortable. t ea t at t e relato lkely to require ore e ort t a a relato t at a a t o bot d e o .

	1	2	3	4	5	6	7	8
1. Cr Co et tve	----							
2. Paul Po eer		----						
3. Patty Po eer			----					
4. Cat y Co v				----				
5. Erk Ex re ve					----			
6. Ra el Re e tve						----		
7. Mark Mode t							----	
8. S elly Serou								----

Fto 2 d e o	Fto 1 or d e o ()
Fto 2 or 1 d e o ()	Fto 2, 1 or d e o ()
Fto 1 d e o	Fto d e o

At or read t table to d your u ber a ro t e eader a d t e read dow t e olu orre o d to your u ber. A le e d al o ro vded to el you u der ta d t e table. To lear ore about a e relato o tere t, a Dyad Re ort ava lable e arately.

Group Dialogue Questions

DSC® drama™

Each group will be able to dialogue about how they have learnt to add their day-to-day tasks to it. Here are some useful questions for your group dialogue.

1. What way does the external type of group better work well your environment?
2. What all else does the external type of group better create your environment?
3. What way a group better “lex” their type when there are external read or de read requirements for Control/AI late behavior?
4. What way a group better “lex” their type when there are external read or de read requirements for Control/Data behavior?
5. What way a group better “lex” their type to meet external read or de read requirements for Ada/AI late?
6. What way a group better “lex” their type to meet external read or de read requirements for Ada/Data?
7. Look at the external Behavior Control, where do you see opportunities or not in your environment?
8. Look at the external Behavior Control, where do you see all else or not in your environment?
9. What are the areas you let to improve you to do your group?

Attachment A DSC® dra™

We will improve our effective area work route with the following attachments:

We will do more of:

We will do less of:

We will not do: