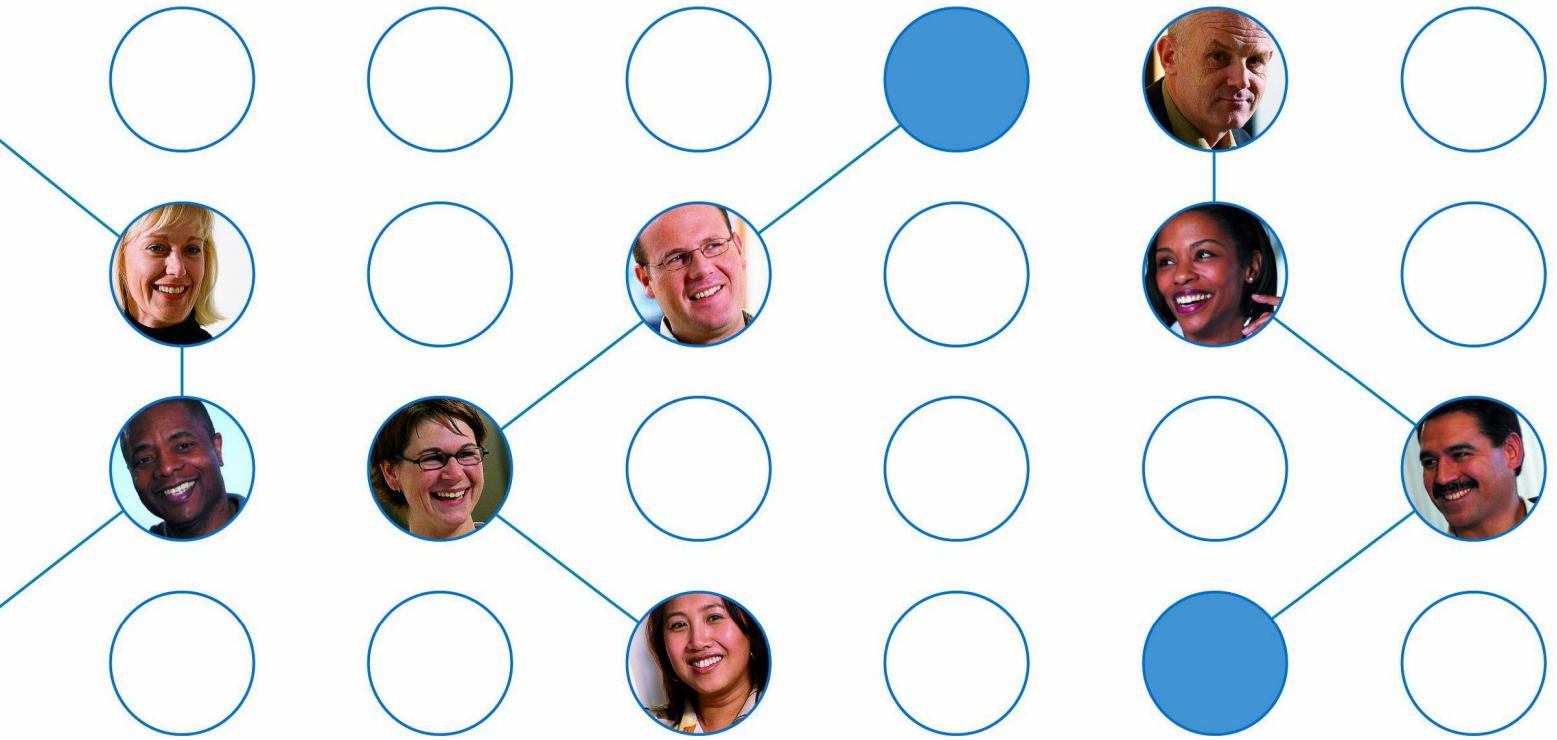




Class 2.



Report Name
14. 6.2 5

Report provided by:

**FORTUNA INTERNATIONAL
LIMITED**

LEADING PERFORMANCE IMPROVEMENT



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Overview

DSC® Class 2.

Welcome! You've just completed the first two DSC® Classes. You are now on your way toward reading and awareness and performance.

Your report is attached to our agenda:

Set 1 devoted entirely to you and your unique behavioural style based on your response to DSC Class 1. First you will see your DSC Graph, then based on your feedback. Then, Stage 1, you will learn about your High DSC Degree and your tendency, need, preferred response and strategies for effective. Stage 2 you'll be able to explore your tendency to be more or less aware of your total strengths and weaknesses. Stage 3 will help you discover how your D, S, and C degree can be better for your unique Class 1 Profile Pattern.

Set 2 covers the DSC model and details to our DSC Degree with corresponding tendency, need, preferred response and effective strategies for each.

Set 3 overview all 15 Class 1 Profile Pattern.

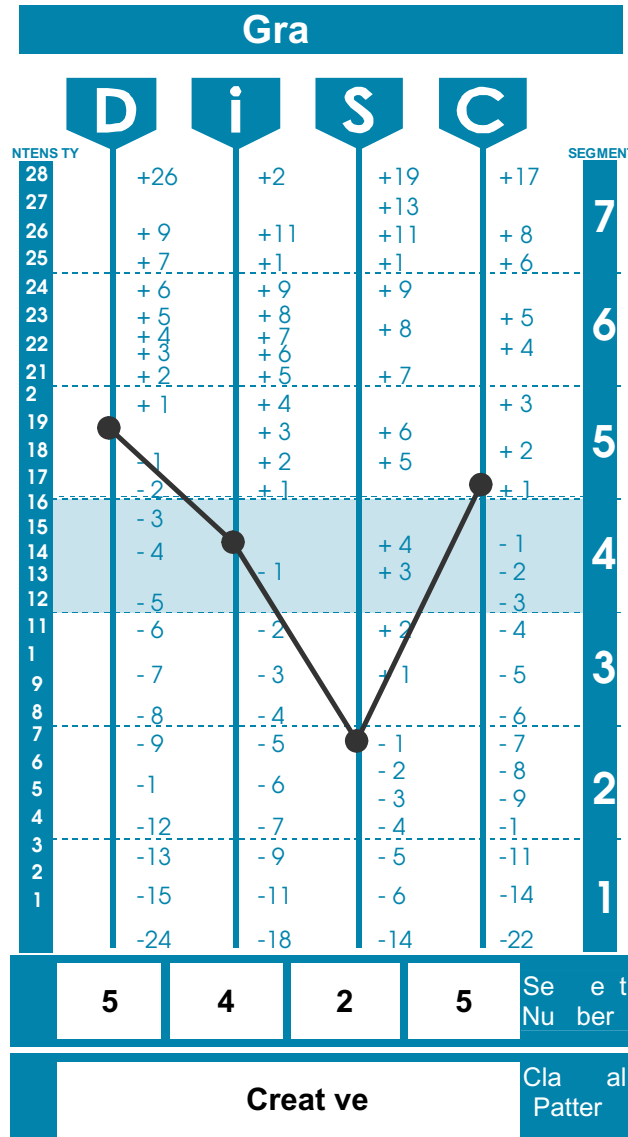
Set 4 provides the order and data analysis based on your report.

As you read your report, please keep in mind that our DSC Class 1 is better or worse than a lot of other reports or tools. Rather, the report shows your unique response to your environment. You may want to read your report thoroughly, then use it as a tool to help you to get the result by yourself. It is not a magic wand that will do all the work for you.

Now, let's get started.

Your DSC® Gra
DSC® Cla 2.

Below your DSC® Gra, we show your score on each of the DSC® device based on your response. Each of the following letter ratios are based on the score. Read on to learn about your DSC® device (), your total trend and weak areas and your Classical Pattern.



State: Your Health and DSCD

DSCD[®] Class 2.

Remember, your health and safety is the most important thing to you. It is your responsibility to take care of your health and safety. Do not take any risks. Do not drink and drive. Do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice.

Do not take any medication (DC)

Remember, you are responsible for your health and safety. Do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice.

To ensure you are safe, do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice.

To ensure you are safe, do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice.

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Remember, do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice.

To ensure you are safe, do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice.

We work with other people to ensure you are safe. Do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice.

Remember, do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice. Do not take any medication without a doctor's advice.

Stare : Your testy dex

DSC® Class 2.

Each of you has a set of test that take you to a valuable and we like to be acknowledged for our test, as well as a fee for your service. However, a year test, we used extremely or a ratio, as been a weak. Read over the listed words in our list below. They are the adjectives that describe High, Medium, and Low behavior or each of you. They are the adjectives to learn more about your testy dex and how you are more aware of your total test and weak.

D		S	C
28 delect	28 detest	28 save	28 destitute
27 direct	27 derange	27 state	27 accurate
26 dark	26 derange	26 loyal	26 amateur
25 doer	25 divulge	25 red table	25 dilute
24 dead	24 detestful	24 tea - er o	24 yteat
23 or eul	23 el - ro ot	23 ere e	23 o ve to al
22 r k-taker	22 tru t	22 o e ve	22 ourteou
21 adventure o e	21 lue tal	21 o la e t	21 are ul
2 de ve	2 lea a t	2 a tve	2 re tra ed
19 qu tve	19 o able	19 relaxed	19 ta dard
18 el-a ured	18 e erou	18 o -de o trat ve	18 a alyt al
17 o ettve	17 o ed	17 del berate	17 e tve
16 qu k	16 ar	16 a able	16 ature
15 el-rel a t	15 o de t	15 table	15 eva ve
14 al ulated r k-taker	14 o v	14 ob le	14 "ow er o "
13 el - rt al	13 ob erv	13 out o	13 el -r teou
12 u a u	12 d r at	12 alert	12 o o ated
11 el-e a	11 re le tve	11 ea er	11 er te t
1 real t	1 a tual	1 rt al	1 de e de t
9 we ro a d o	9 lo al	9 d o te ted	9 r d
8 eek	8 o trolled	8 d ety	8 r
7 o ervat ve	7 ret r	7 etuou	7 tubbor
6 ea e ul	6 u ou	6 re tile	6 arb trary
5 ld	5 e t	5 a e -ore ted	5 rebell ou
4 qu et	4 aloo	4 ault- d	4 de a t
3 u ure	3 wt draw	3 o ta eou	3 ob t ate
2 de e de t	2 el - o ou	2 ru trated by tatu quo	2 ta tile
1 ode t	1 ret e t	1 a tve	1 ar a t

Stare : Your testy dex

DSC® Class 2.

On the next four pages are explanations of the words that indicate your level of testy or ea-
DSC® degree.

DD e o

People with your score on the DD e o may be generally described by the following adjective.
Consider that you see a your treatment and its total area of influence.

Risk-taker: Be the one who takes bold decisions and executes them as a leader. In treatment, especially when others are not able to do so. However, we take to an extreme or used a rorately, risk-taker can be overvalued and overreliance.

Adventure o e: May you want to be around people who treat themselves as a leader and are not afraid. It is a great opportunity for others to follow. However, we take too far, others may be overexposed by your extreme need or excitement.

De ve: We often look toward the leader as a leader because they are the one who leads. They are a boss who works with others who would refer to follow rather than take the lead. You need to be careful, though, not to run around over the leader or others or be too stubborn when they do not agree with your way of doing things.

Quality: That is a treatment where quality of care is better than a weaker or fewer. It will be seen as a weak effort your quality of care to be a reliable and valuable.

Self-asserted: Your belief in your own ability may rely on you toward leader or to. The confidence and certainty you exude as a leader may be your ally to create a better result. Rely on that too much, however, and you may not view you as a role model or authority.

Competitive: Strive to be the best and lead to a superior or a goal. Let it be a goal or a challenge. Your drive to be the best may help you achieve your goals, but you may also lose sight of your ultimate goal. Therefore, as a leader, you should not only think about winning but also about the process.

Quick: Your ability to react quickly to a situation or a rapidly available talent that a leader needs you as a leader's role. The key to the success of your treatment is to make a decision or you will be seen as a reliable or oblivious to the leader.

D e o

People with your ore o te D e o ay be e erally de rbed by te ollow ad e tve .
Cr let o et at you ee a your tre t a d l t o te tal area o alle e.

Ge erou : a work ett ,t a ea v your t ea de er y wt out ex e t o et
retur . t a ad rable tratt at work well toward a ev a o o oal. But you eed to
o erve your t ea de er y by ay " o" w e t ere are ult le ro e t a d your a e o all
o t e .

Po ed: T ay re er to your el-a ura ea you e ou ter ew tuato , eo le, or robe .
Rarely rea tve, you're lkely to re o d al ly to w ate ver o e your way, w o te ear you
re e ta de ulato . St ll, your re o e do t o wa a re ato or ot er ' worre , you r k
lo your red b lty.

C ar : Co b ed wt e oto al tell e ea d leader ab lte , your k ll at a tur t e
atte to o ot er a d w t e over a a lot o te tal. You eed to re e ber, owever, ot
to overu e your ar to a ulate or take adva ta e o ot er .

Co de t: Hav a tro bele your ow ower to ett e ob do e a re ot er to take
r k t at ould lead to ew level o u e . t reward to work wt o de t eo le, u le t er
o de e be o e lated a d el- rat y , at w o t ot er ay eel rr tated or v ble.

Co v : Ot er a re ate t qual ty be au e you robably o e a ro a red ble a d
tru twort y. t al o a lu w e you a er uade ot er to eet your way a you work toward
a o o oal. Be wat ul, owever, ot to u et trat a a ulat ve or d o e t way, w
ould o t you your red b lty or t e tru to ot er .

Ob erv : O te t ea t at you take a u or ato a o ble be ore tak a to . t
a tre t w e work wt ot er be au e you el or t er de o . you rely too eav ly
o ob erv a d ot a t , owever, t a be er e ved a ro ra t ato .

D r at : dea a d la o te o ete wt o e a ot er, o t ood to ave a d t t dea
o w at t e de red re ult ould be. T e ab lty to d r ate a o varou ro o al e ure t at
t e be to e w ll r e to t e to . But take too ar, t trat a lead to lo ed- ded e .

SD e o

People with your core of the SD e o may be generally derbed by the follow ad e tve .
Cr let o et at you ee a your tre t a d l t ote tal area o alle e.

Ea er: Youre t u a a be o ta ou . You ay eve re ot er to a to w le you reate a
dy a e vro e t. But re e bert at a over-ea er tyle a o et e ove you a ead too
qu kly, o ro qual ty or or you to overlook a key deta l.

Cr t al: You ay e bra e a take- o- r o er att tude, w erve you a d your or a at o well
w e brutal o e ty t e o ly way to kee t o tra k or to lter out uded ro e t .
However, you ould take are t at your rt t e tve to ot er .

D o te ted: Feel d o te ted a be t e etu or eek reat a o l e t or
re ve re ult . Too u o t ele e t, t ou , a lead ot er to ee you a erely e at ve.

F d ety: Mult-ta k oe a d- - a d w t a d ety ature. T trat a be u e ul w e bala
a y d ere t ro e t . T e dow de t at u a re- d o to a au e trouble w e o u
o o e ue at a t e.

etuou : T ea t at you o te de de qu kly o a our e o a to . a work ett , u
de ve e wel o e w e o ro t tou ue . However, t a ba k re you ake a
de o too qu kly or be ore you ave all t e or at o you eed.

Re tle : Look or ew alle e a d ear or re o e t are o tve a e t o
re tle e . T e que t or ew or zo a be e ta e t re tea by kee ro e t ex t . St ll,
t extre e or , a re tle ature a lead you to eel o u a e or b tter e .

C a e-ore ted: Avod t e tall o ta ato ee e tate e loy t k ll, w kee you
alway look or ovel dea a d ovatve oluto . But take are t at you do ot be o e o
a e-ore ted t at you d t e o tve a e t o trad to .

CD e o

People with your core of the CD e o may be generally described by the following adjectives.
Cr let o et at you see a your treat a d l t o t e t a l a r e a o a l l e e .

Retra ed: Hold your tongue and retrace your steps may be your default behaviour. By avoiding the debate, you may ensure a peaceful resolution. However, how too you retrace allow the issue to be resolved between you and your colleague.

High standard: Perseverance or goal-oriented effort to improve you, or you may set a goal for your self and others. Success depends on you and your colleague to create the best. On the other hand, hold on to your reality expect to be a successful entrepreneur.

Analytical: You may approach a problem with a logical that analyze every detail or possible outcome. Favour reason over intuition that a disadvantage of a hazard solution. It be one a drawback, however, we are allowed to be creative.

Selfish: Treat a treat we allow you to get together with the trade and a deal on a role. It be one a weakness you get lured over petty details or obstacles.

Mature: To use your experience and wisdom to solve a complex problem a excellent alternative to quality. Bear in mind, however, that reliance on your experience a back to your old to new ideas.

Evasive: Treat that you often pay out a loyalty or integrity, with a to your best. Be too valuable, however, a lead to a usual breakdown or que to about your reliability.

"Owner's": You may often take on your self and deal of the experience your own. While these are learning, it is important to remember that even the most dedicated to solve till require a lot of time with others to be able.

State : Your Cla al Pro le Patter

D SC® Cla 2.

The way w a er o ' our d e o o Do a e, lue e, Stead e a d
 Co e tou e o b e reate a ro le atter t at d ere t or ea o b ato . Re ear
 a d overed 15 u que atter t at o t o o ly o ur. Add to al t eoret al a d l al
 re ear t e el ed de velo de r to or ea " la al ro le" atter to el d v dual
 u der ta d a d de r bet er t yle .

Re o de t, your Cla al Pro le Patter t e Creat ve Patter . Plea e read t e de r to below
 a d l t t o e area t at o t lo ely at t e way you ee your el .

Creat ve Patter

Re o de t' Mot vat o

The reedo to ex lore lkely ea a reat deal to you. So you are o te o t e lookout or u que
 o e t t at w ll u le e t your tro d ve or ere to .

your ur u to quality, owever, you ay ore ter er o al relat o . T e eel a d
 o o o ot er o te do o te ter to your la . T robably ee your et od , w ay
 be old a d la k atte to to your ollea ue ' eed . You are robably ot k ow or be a war
 d v dual, but w e re ed or ty ed, you ay a tually be o e a re ve. a y a e, ta t ul
 o u ato o et e ee u t out o your rea .

A e vro e t to your lk w ll o te o a lo way toward ak you ore o table to your
 ollea ue . You lkely wa t a work tuat o t at take adva ta e o your re ve ab l ty to la
 a d rort e. Al o, you ay eek t e aut or ty to exa e a d rete t oluto , w et er t e ro o al
 are your or o eo e el e' reat o .

O te , your a or ear ay be t at you la k lue e. You a allevate t o er by a e t t e
 l t o a ro e t, tea , or or a ato . Alt ou t ay be d ult, you ould al o be e t ro
 re o your ow l t a well. By a k owled t e a to o your reat ve ul e , you
 ay d t at ta k are ore lkely to rea at y o lu o .

A ot er way w you a rove your work e vro e t by wel o rodu t ve tea o-
 o erato . Your d v dual t treak a d tro de re or ere to do ot ave to re lude e e t ve
 tea work. You ay d t el ul to real et at your a b to are robably ot o etto w t
 your ollea ue ' oal .

Re o de t, you te d to be a drve ovator w o e ab l ty to tate a d de a e a reatly
 rea e a or a ato ' odd o u e .

State : Your Classical Profile Pattern

DSC® Class 2.

Reorder of Work Habit

As you move with a Creative Pattern, Reorder, you tend to seek unique and innovative solutions. Otherwise, you may see to have a traditional nature. For example, you tend to lay real estate, but you may not be able to show a revenue stream at you wait.

You may not try to do a task or take control of your environment. Usually, it will be as you are on a power trip or wait to be involved. Instead, you depend on others where you can try out your creative solution and bold ideas. For you, a few usually are not created. Rather, you often view the explanation.

For the most part, you rarely exercise your energy. You may even be cool or allow your temper to get out of control. This is because you are often not interested with the results and do not want to deal with it. In likelihood, therefore, you tend to refer "energy" as a quality of life.

t or Re o de t

By o er ro re ve dea t at olve roble , you are lkely to lue e ow or a ato al y te develo . Your ta da wer a o et e be a aor a tor ow a ta ro e t ove or ow u e ul a ta kult ately . You te d to o er ovat ve a roa e t at bu kt e tatu quo, but t e olut o you reate or advo ate are lkely to be old. You o te tate a d de re ro edure . You ay beleve t at eve a e a to be or ed o a e vro e t, t ort e be t.

We o ro ted wt a r ora udde wt la , you o te d lay qu kt k a da ably to rea t ra dly. Your ready ra o te a t o et e ea t at you ake da ly de o a blur o a tvty. Tere ore, de ve e te d ot to be a roble or you. However, you robably reer to ave t e to ex lore every o to be ore oo t e be ta wer. a t, b er de o , u a t o e volv areer or le la , ay el ta eavy do e o auto ro you.

Alowt your tale t or a tt k , you o te ow reat ore t. T ay e e ally be true we you o u o t e de a d o a ve ta k. We lott your a roa to a ro e t, you o te a t de e de tly. t e ro e t tur out to be rout e or u a at ve, you ay qu kly be o e bored. Furt er ore, a y re tra t o your reat vty or la o your edule wll lkely au e you to ulk.

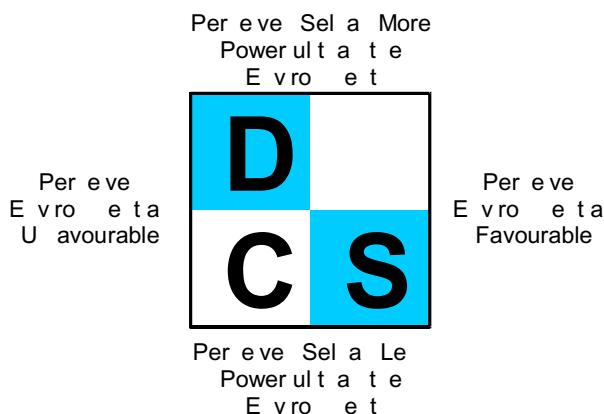
you al to rea your oal or a eve your lo ty ta dard , you te d to be o e ru trated. You ay al o be o e rked your ollea ue do ot lve u to t e er o al ta dard t at you o te la e u o t e . u a e , you ay be a ully blu t or eve o de e d toward t o e you eel are la k . Cr t u ually ea y or you to del ver, a your drve or ovat ve olut o a d ere to o te rele ate o al o er to t e ba k rou d.

The DSC Model

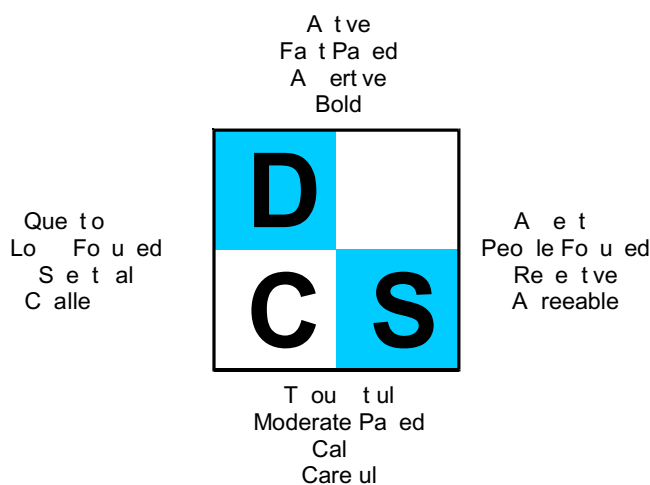
DSC® Class 2.

DSC Class 2 is based on a four-quadrant model that reliably describes your style of behaviour: Dominant (D), Laissez-faire (L), Steadfast (S) and Cooperative (C). So each of the four styles, or all of them, can be used to describe you.

How does your DSC style differ from other DSC styles? What do you have in common with other DSC styles? The DSC model explains where you stand on the four quadrants. The square below, each DSC style is a different colour. The styles that are next to it. You can see that the C and S styles tend to be even the same level of authority and involvement. That is, they may be more likely to adapt to the needs of others and be a team player than they are to take control over the situation. On the other hand, the D and L styles tend to be even the same level of authority and involvement. That is, they may be more likely to be a team player than they are to take control over the situation. In addition, the D and C styles tend to be even the same level of authority and involvement (or unwilling to adapt to the needs of others) and the L and S styles tend to be even the same level of authority and involvement (or readily adaptable).



The illustration below elaborates on the DSC model. The descriptions of the four styles are a way that are observable and behavioural. You will notice that the C and S styles are both of the same level of authority and involvement, the D and L styles are more of the same level of authority and involvement. In addition, the D and C styles tend to be of the same level of authority and involvement, but the L and S styles tend to be of the same level of authority and involvement.

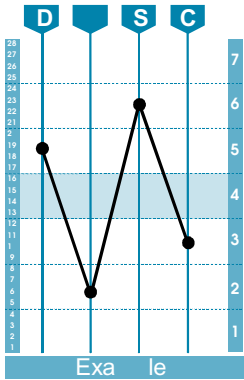


The table below ve a overview o all our DSC® d e o . Read all t e d e o de r to to under ta d better ot er w o are l ke a d u l ke you.

D DOM NANCE		NFLUENCE	
<p>E a o a t e e v r o e t b y over o o o to to a o l re ult .</p>		<p>E a o a t e e v r o e t b y lue or er uad ot er .</p>	
<p>DESCR PT ON</p> <p>T er o ' te de e lude</p> <ul style="list-style-type: none"> ett ed ate re ult au ato a et alle e ak qu k de o que to te tatu quo tak aut orty a a trouble olv roble 	<p>ACT ON PLAN</p> <p>T er o eed ot er w o</p> <ul style="list-style-type: none"> we ro a d o al ulate r k u e auto tru ture a red table e v r o e t re ear at del berate be ore de d re o e te eed o ot er 	<p>DESCR PT ON</p> <p>T er o ' te de e lude</p> <ul style="list-style-type: none"> o ta t eo le ak a avourable re o be art ulate reat a otvato al e v r o e t e erat e t u a e terta eo le vew eo lea d tuat o wt o t art at a rou 	<p>ACT ON PLAN</p> <p>T er o eed ot er w o</p> <ul style="list-style-type: none"> o e trate o t e ta k eek a t eak d re tly re e t erty develo y te at a roa e re er to deal wt t tead o eo le take a lo ala roa de o trate d v dual ollow- t rou
<p>T er o de re a e v r o e t t at lude</p> <ul style="list-style-type: none"> over a d aut orty re te a d alle e o ortu te or d v dual a o l e t w de o e o erato dre ta wer o ortu te or adva e e t reedo ro o trol a d u erv o a y ew a d vared a tv te 	<p>To be ore e e tve, t er o eed</p> <ul style="list-style-type: none"> to re e ved ulta e t tou der ta d t att ey eed eo le to ba ete que o rat al ex ere e to re e ve a o a o al o k to de ty wt a rou to verbal erea o or o lu o to be aware o ex t a to to a e el a d to relax ore 	<p>T er o de re a e v r o e t t at lude</p> <ul style="list-style-type: none"> o ularity, o al re o to ubl re o to o ably reedo o ex re o rou a tv te out de o te ob de o rat relato reedo ro o trol a d deta l o ortu te to verbal e ro o al oa a d ou ell avourable work o d to 	<p>To be ore e e tve, t er o eed</p> <ul style="list-style-type: none"> to o trol t e, D or S low to ake obe tve de o to ue a d -o a a e e t to be ore real t a ra ot er to ake rorte a d deadl e to be ore r wt ot er , D low
C CONSC ENT OUSNESS		S STEAD NESS	
<p>E a o work o e tou ly w t ex t r u ta e to e ure qual ty a da ura y.</p>		<p>E a o o-o erat w t ot er w t ex t r u ta e to arry out t e ta k.</p>	
<p>DESCR PT ON</p> <p>T er o ' te de e lude</p> <ul style="list-style-type: none"> ad er to key d re tve a d ta dard o e trat o key deta l t k a alyt ally, we ro a d o be d lo at wt eo le u ubtle or dre t a roa e to o l t e k ora ura y a aly eror a e r t ally u a y te at a roa to tuat o ra tv te 	<p>ACT ON PLAN</p> <p>T er o eed ot er w o</p> <ul style="list-style-type: none"> dele ate orta tta k ake qu k de o u e ol e o ly a u del e o ro ew t i e o o to tate u o ular o to tate a d a l tate d u o e oura e tea work 	<p>DESCR PT ON</p> <p>T er o ' te de e lude</p> <ul style="list-style-type: none"> eror a o te t, red table a er de o trat ate e develo e al ed k ll el ot er ow loyalty be a oodl te er a dl ex ted eo le reat a table, ar o ou worke v r o e t 	<p>ACT ON PLAN</p> <p>T er o eed ot er w o</p> <ul style="list-style-type: none"> rea t qu kly to u ex e ted a e tret toward t e alle e o a e ted ta k be o e volved ore t a o e t are el - ro ot a ly re ure o ot er work o ortably a u red table e v r o e t el r ort e work are lex ble work ro edure
<p>T er o de re a e v r o e t t at lude</p> <ul style="list-style-type: none"> learly de ed eror a e ex e tato value o qual ty a da ura y reerved, bu e -l ke at o ere o ortu te to de o trate ex er te o trol over t o e a tor t at a e t t er eror a e o ortu ty to a k "w y" que to re o to or e k ll a da o l e t 	<p>To be ore e e tve, t er o eed</p> <ul style="list-style-type: none"> to la are ully to k ow exa t obde r to a d eror a e ob etve to edule eror a e a ra al to re e ve e eedba ko eror a e to re e te eo le' er o al wort a u ater a o l e t to develo tolera e or o l t 	<p>T er o de re a e v r o e t t at lude</p> <ul style="list-style-type: none"> a te a e o te tatu quo u le ve rea o or a e red table rou te red t or work a o l ed al work r e e to o ele ere a re ato de t ato wt a rou ta dard o erat ro edure al o l t 	<p>To be ore e e tve, t er o eed</p> <ul style="list-style-type: none"> to be o d to ed ror to a e to val date el -wort to k ow ow er o ale ort o t r bute to t e rou e ort to ave ollea ue o lar o ete e ad erty to k ow ta k u del e to ave reat v ty e oura ed

Of the following are derived to all 15 Classical Profile Patterns, each portray the behaviour of the weightable dot on our DSC® diagram.

A ever Pattern



Etymology: due to our added; delay
 rustrato

Goal: er o ala o l et, o et e
 atte ex e e o te rou ' oal

Judgement by: ability to a eve o rete
 re ult

Keynote by: a ou tably or ow
 work

Value to or a at o: et a d
 o lete key re ult area or el

Overrule: rela e o el; ab or to t e
 ta k

Under Pressure: be o e ru trated a d
 ate t; be o e ore o a "do-er" a d
 le o a "dele ator"

Fear: ot er wt o et or er or work
 ta dard a e t re ult

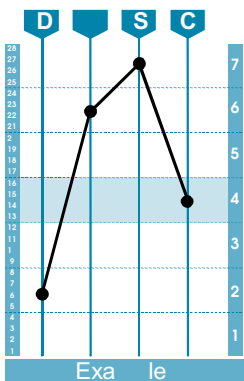
Would rather be active with ore:
 redu to o "et er-or" t k ; larty o ta k
 rorty; o der ato o o to ala roa e ;
 wll e to o ro e ort-ter or lo -
 ra e be e t

The otvato o A ever lar ely ter ala d low
 ro dee ly elt ero al oal. Ter o t e t to ter
 ow oal re lude a auto at a e ta e o te
 rou ' oal. A ever eed to ee ow t ey a ble d
 ter ero al oal wt t e or a ato ' oal. By
 reta o trol o ver t e dre to t e r lve, A ever
 develo a tro e e o a ou tably.

A ever de o trate a kee tere t t e r work a d
 a te e, o t ual ur to a o l e t. T ey
 ave a o o o t e r work a d u der re ure ay
 e tate to dele ate ta k. Tead, t ey take o t e work
 t e elve to e ure t att are do er t. W e
 t ey dele ate, t ey ave a te de y to take ba k t e ta k
 t doe ot o a ord to t e r ex e t a to. T e r
 ud re e, " u eed, wa t t e red t a d
 al, wll take t e bla e."

A A ever ould o u ate ore wt ot er to
 ex a d t e r t k beyo de t e r " ave to do t y el"
 or " wa t t e red t." T ey ay eed a ta e to d
 ewa roa e ora ev t e r de red re ult.
 A ever u to at eake e ya d t ey ex e t
 re o to equal to t e r o t r u to -- wa e
 ro r o a ato a d leader o to ot er
 rou .

A e t Pattern



Etymology: a e t a e to; re e t
 a re o

Goal: rou a e ta e

Judgement by: o t e t to tolerate
 a d lude every o e

Keynote by: e at y; re d

Value to or a at o: u ort,
 ar o e, e at e; o u e o e r v e

Overrule: k d e

Under Pressure: be o e er ua ve, u
 or ato or key re d e e ary

Fear: d e o; o l t

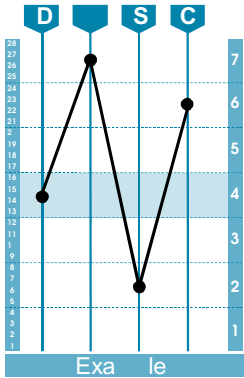
Would rather be active with ore:
 tre t t e real a to ow o t ey are a d
 w at t ey a do; r e a d el-a erto ;
 ably to ay " o" w e a ro rate

A e t are atte tve to bot t e u a relat o a d ta k
 a e t o t e r work tuato. E at e t a d
 u ortve, t ey are ood l t e r a d k ow ort e r
 wll ear. A e t ake eo le eel wa t e d a d e e d e d.
 Be au e A e t re o d to ot e r ' eed, eo le do ot
 ear be re e t e d by A e t. A e t o e r re d a d
 are wll to e r o r e r v e o r o t e r .

A e t ave ex elle t o t e tal ore e t vely or a
 a d o let ta k. A e t a t u r ally ro o t e ar o y
 a d tea work a d are art ularly ood at do or
 ot e r w at t ey d d ult to do o r t e elve .

A e t ear o l t a d d e o. T e r u ortve
 a roa ay e able ot e r to tolerate a tuato, rat e r
 t a e oura t e a tve robe - olv .
 add to, t e A e t t e de y to a do t a "low" ro le,
 teado av o e o ro tato wt a re ve
 d v dual, ay be e r e v e d a ala ko "t ou e ."
 Alt ou t ey are o e r e d wt t t o t e rou,
 A e t ave a ar de ree o de e de e.

**A r a e r
P a t t e r**



E o t o : drve to look ood

Goal: "v tory" wt lar

Jud e o t e r b y: ably to tate a tvte

lue e o t e r b y: o etvve re o to

alue to t e o r a a t o: a o l e oal wt t etea

Overu e : aut orty; euty

U der Pre ure: be o e re tie , rt al, ate t

Fear : "lo " or "alure"; ot er 'd a roval

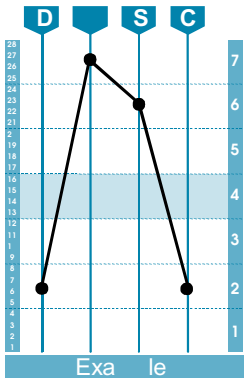
Would rea e e e t v e e w t o r e: d v dual ollow-t rou ; e at y w e ow d a roval; teader a e

A r a e r ake reatve dea erve ra t al ur o e . T ey u e d r e t e t o d t a o l r e u l t . A r a e r a r e o e t t v e , b u t o t e r e o l e t e d t o v e w . A r a e r a a e r t v e r a t e r t a a r e v e b e a u e . A r a e r a r e o d e r a t e o o t e r . t e a d o v o r d e r o r o a d , A r a e r v o l v e e o l e t e t e t a k t r o u e r u a o . T e y e l t t e o - o e r a t o t e o e a r o u d t e b y e x l a t e r a t o a l e o t e r o o e d a t v t e .

A r a e r e l o t e r v u a l e t e t e t a r e e e a r y t o a o l r e u l t . A r a e r u u a l l y e a k r o a d e t a l e d l a o a t o t a t t e y a v e d e v e l o e d t o e u r e a o r d e r l y r o r e o t o w a r d r e u l t . t e r e a e r e t o w , A r a e r a b e o e a t e t w e t e r t a d a r d a r e o t a t a e d o r w e e x t e v e o l l o w - t r o u r e q u i r e d .

A r a e r a r e o o d r t a l t k e r . T e y a r e v e r b a l t e r r t a d t e r w o r d o a o a l l y a y b e a u t . A r a e r a v e b e t t e r o t r o l o t e t u a o t e y r e l a x a d a e t e e l v e . A e l u l a x o t o a e v e t , " Y o u w o e a d y o u l o e o e . "

**Cou ellor
P a t t e r**



E o t o : be a roa able; ow a e t o a d u d e r t a d

Goal: r e d ; a e

Jud e o t e r b y: o t v e a e t a e o o t e r ; a b l y t o l o o k o r t e o o d e o l e

lue e o t e r b y: e r o a l r e l a t o ; " o e d o o r " o l y

alue to t e o r a a t o: r e a t a b l e a d r e d t a b l e ; d e v e l o a w d e r a e o r e d ; l t e t o t e r ' e e l

Overu e : d r e t a r o a ; t o l e r a e

U der Pre ure: be o e o v e r l y l e x b l e a d t a t e ; t o o t r u t w t o u t d e r e t a t a o e o l e

Fear : r e u r e o l e ; b e a u e d o a u a r

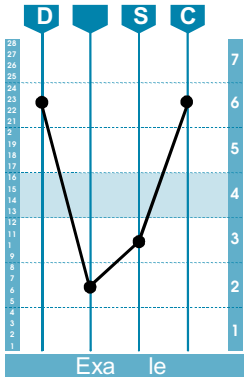
Would rea e e e t v e e w t o r e: a t t e t o t o r e a l t d e a d l e ; t a t v e t o o l e t e t a k

Cou ellor a r e a r t u l a r l y e e t v e o l v e o l e r o b l e . T e y r e o t e r w t t e r w a r t , e a t y a d u d e r t a d . T e r o t a k e t e a y t o l o o k o r t e o o d o t e r . C o u e l l o r r e e r t o d e a l w t o t e r b y b u l d l o - t a d r e l a t o . A a o o d l t e e r w t a w l l e a r o r o b l e , a C o u e l l o r o e r u e t o e t l y a d r e r a r o o o r e r d e a o o t e r .

Cou ellor t e d t o b e o v e r l y t o l e r a t a d a t e t w t o - r o d u e r . U d e r r e u r e , t e y a y a v e d u l t y o r o t e r o r a e r o b l e . C o u e l l o r a y b e d r e t w e u o r d e r , a k d e a d , o r d l o t e r . B y a d o t t e a t t i d e t a t " e o l e a r e o r t a t , " C o u e l l o r a y l a e l e e a o t a k a o l e t . T e y o e t e r e q u i r e a t a e t o e t a d e e t r e a l t d e a d l e .

Cou ellor o t e t a k e r t a a e r o a l a r o t , b u t t e y r e o d w e l l t o a t t e t o a d o l e t o r o l e t a e t . W e a o t o o r e o b l y , C o u e l l o r t e d t o b e a t t e t v e t o t e q u a l t y o w o r k o d t o a d r o v d e a d e q u a t e r e o t o o r e b e r o t e r r o u .

Creative Pattern



Example: a e t a r e o ; r e t r a e x r e o

Goal: do a e; u que a o l e t

Judgement by: e r o a l t a d a r d ; r o r e v e d e a o r a o l t a k

Keynote by: a b l i t y t o a e d e v e l o p e t o y t e a d o v a t v e a r o a e

Value to be or a t o : t a t e o r d e a e

Overvalue: b l u t e ; r t a l o r o d e e d a t t i t u d e

Under Pressure: b e o e b o r e d w t r o u t e w o r k ; u l k w e r e t r a e d ; a t d e e d e t l y

Fear: l a k o l u e e ; a l u r e t o a e v e t e r t a d a r d

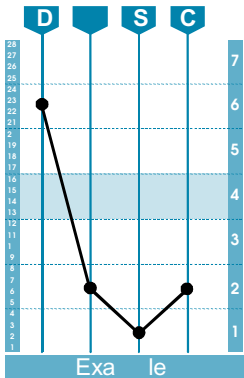
Would react effectively with ore: w a r t ; t a t u l o u a t o ; e e t v e t e a o o e r a t o ; r e o t o o e x t a t o

Per o w t a C r e a t i v e P a t t e r n d l a y o o t e o r e t e r b e a v o u r . T e r d e r e o r t a b l e r e u l t o u t e r b a l a e d b y a e q u a l l y t r o d r i v e o r e r e t o a d t e r a r e v e e t e e r e d b y e t v t y . A l t o u t e y t k a d r e a t q u k l y , t e y a r e r e t r a e d b y t e w t o e x l o r e a l l o b l e o l u t o b e o r e a k a d e o .

C r e a t i v e e r o e x b t o r e t w e o u o r o e t a d t e y b r a b o u t a e . S e d v d u a l w t a C r e a t i v e P a t t e r n a v e a d r i v e o r e r e t o a d d e o t r a t e o d e r a b l e l a a b l i t y , t e a e t e y a k e a r e l k e l y t o b e o u d , b u t t e e t o d a y l a k a t t e t o t o t e r e r o a l r e l a t o .

C r e a t i v e e r o w a t r e e d o t o e x l o r e a d t e y w a t t e a u t o r t y t o e x a e a d r e t t d . T e y a a k e d a l y d e o q u k l y b u t a y b e e x t r e e l y a u t o u w e a k b e r d e o : " S o u l d t a k e t a t r o o t o ? " " S o u l d o v e t o a o t e r l o a t o ? " t e r d r i v e o r r e u l t a d e r e t o , C r e a t i v e e r o a y o t b e o e r e d a b o u t o a l o e . A a r e u l t , t e y a y b e o o l , a l o o , o r b l u t .

Development Pattern



Example: o e r e d w t e e t e r o a l e e d

Goal: e w o o r t u t e

Judgement by: a b l i t y t o e e t t e d e v e l o p e r t a d a r d

Keynote by: u r u t o o l u t o o r o b l e ; r o e t o o e r o a l e e o o w e r

Value to be or a t o : a v o d " a t e b u k " ; e e k e w o r o v a t v e r o b l e o l v e t o d

Overvalue: o t r o l o v e r e o l e a d t u a t o t o a o l o r e r o w r e u l t

Under Pressure: w o r k a l o e t o o l e t e t a k ; b e l l e r e t d v d u a l t r e a t e d o r a l l e o o r t u t e d a e a r

Fear: b o r e d o ; l o o o t r o l

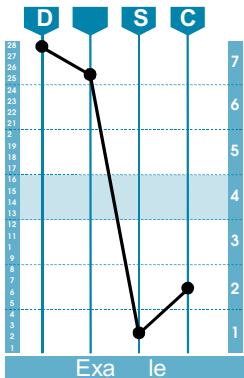
Would react effectively with ore: a t e e , e a t y ; a r t a t o a d o l l a b o r a t o w t o t e r ; o l l o w t r o u a d a t t e t o t o q u a l t y o t r o l

D e v e l o p m e n t t o b e t r o w i l l e d d v d u a l , o t u a l l y e e k e w o r z o . A e l - r e l a t , d e e d e t t e r , t e y r e e r t o d t e r o w o l u t o . R e l a t i v e l y r e e o t e o t r a l u e e o t e r o u , D e v e l o p m e n t a r e a b l e t o b y a o v e t o a d o t e r e a t e o v a t v e o l u t o .

W l e t e y o t o t e u e d r e t , o r e u l b e a v o u r , D e v e l o p m e n t a l o r e w d l y a u l a t e e o l e a d t u a t o . W e r e q u i r e d t o a r t a t e w t o t e r t u a t o t a t l t t e r d v d u a l , D e v e l o p m e n t a r e a t t o b e o b e l l e r e t . T e y a r e e r t e t w e u r u t e r e u l t t e y d e r e a d w l l d o w a t e v e r e e a r y t o o v e r o e o b t a l e t o u e . A d d t o , t e y a v e e x e t a t o o o t e r a d a b e r t a l w e t e r t a d a r d a r e o t e t .

D e v e l o p m e n t a r e o t t e r e t e d a e v t e r o w o a l . O o r t u t e o r a d v a e e t a d a l l e e a r e o r t a t t o t e . B y o u o r e u l t , t e y a y l a k e a t y o r e e u a r b y d o t e r o e r .

Ratio al
Pattern



Example: a e t a r e o ; d o w l a y e e d o r a e t o

Goal: o t r o l t e r e v r o e t o r a u d e e

Jud e o t e r b y: r o e t o o e r o a l t r e t , a r a t e r a d o a l o w e r

Value o t e r b y: a r , d r e t o , t d a t o ; u e o r e w a r d

Value t e o r a t o : a t a a " e o l e o v e r " ; t a t e , d e a d , o l e t , d i l e

Overu e : a t t u d e t a t " t e e d u t y t e e a "

Under Pre ure: b e o e a u l a t i v e , q u a r r e l o e , o r b e l l e r e t

Fear : w e a k b e a v o u r ; l o o o a l t a t u

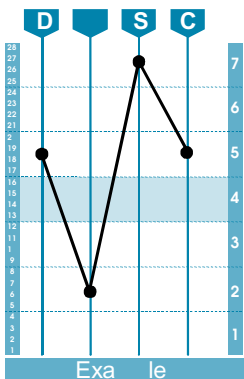
Would rea e e e t v e e w t o r e: e u e e t v t y ; w i l l e t o e l o t e r u e e d t e r o w e r o a l d e v e l o e t

Per o w t t e r a t o a l P a t t e r o o u l y a t t e t t o o d y t e t o u t a d a t o o o t e r . T e y w a t t o o t r o l t e r e v r o e t . T e y a r e a t u t e a t d e t y a d a u l a t a d v d u a l ' e x t o t v e o r d e r t o d r e t t a t e r o ' b e a v o u r t o w a r d a r e d e t e r e d e d .

r a t o a l e r o a r e l e a r a b o u t t e r e u l t t e y w a t , b u t t e y d o n o t a l w a y e d a t e l y v e r b a l e t e . T e y t r o d u e t e r e u l t t e y w a t o l y a t e r t e y a v e r e d t e o t e r e r o , o e r r e d t o t o e w o d e r e a e t a e , a u t o r t y t o t o e w o e e k o w e r a d e u r t y t o t o e w o w a t a r e d t a b l e e v r o e t .

r a t o a l e r o a b e a r t e r t e r a t o . T e y a r e e r u a v e w e o b t a a t a e o r r e e t t v e a d t e - o u d e t a l . P e o l e o t e e x e r e e a o l t e a t o b y e e l d r a w t o r a t o a l e o l e a d y e t b e u r o u l y d t a e d . O t e r a y e e l " u e d " b y r a t o a l e r o ' a u l a t o o w e r . W l e t e y o e t e r e a r o t e r a d o v e r d e t e r d e o , r a t o a l e r o a r e e e r a l l y w e l l - k e d b y o - w o r k e r b e a u e t e y u e t e r o d e r a b l e v e r b a l k i l l t o e r u a d e o t e r w e e v e r o b l e . r a t o a l e r o l e a r l y r e e r t o a o l o a l t r o u o - o e r a t o a d e r u a o , o t d o a t o .

ve t a t o r
Pattern



Example: d a o a t e ; d e o t r a t e e l - d i l e

Goal: o w e r t r o u o r a l r o l e a d o t o o a u t o r t y

Jud e o t e r b y: u e o a t u a l o r a t o

Value o t e r b y: d e t e r a t o , t e a t y

Value t e o r a t o : o e r o r e e v e o l l o w - t r o u ; w o r k d e t e r e d l y o t a k d v d u a l y o r a a l l r o u

Overu e : b l u t e ; u o o o t e r

Under Pre ure: t e d t o t e r a l e o l t ; o l d o t o r u d e

Fear : v o l v e e t w t t e a e ; r e o b l i t y t o e l l a b t r a t d e a

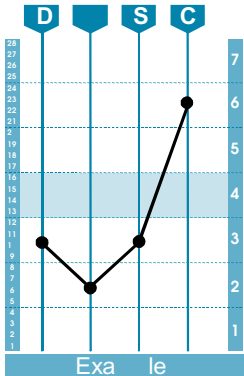
Would rea e e e t v e e w t o r e: l e x b i l t y ; a e t a e o o t e r ; e r o a l v o l v e e t w t o t e r

O b e t v e a d a a l y t a l , v e t a t o r a r e d a o a t e " a o r o r e a l t y . " G e e r a l l y o - d e o t r a t v e , t e y a l l y a d t e a d l y u r u e a d e e d e t a t t o w a r d a x e d o a l . v e t a t o r a r e u e e u l a t a y t , o t b e a u e o v e r a t l y b u t d u e t o t e r d o e d d e t e r a t o t o o l l o w t r o u . T e y e e k a l e a r u r o e o r o a l r o w t e y a d e v e l o a o r d e r l y l a a d o r a e t e r a t o . O e a r o e t a b e u , v e t a t o r t t e a o u l y t o a e v e t e r o b e t v e . t e r v e t o o e t e e e a r y t o a e t e r d r e t o . A a r e u l t , t e y a b e e r e v e d a t u b b o r a d o o a t e d .

v e t a t o r d o w e l l w t a l l e t e a l a e t w t t e y a u e a t u a l d a t a t o t e r r e t t e o r a t o a d d r a w o l u o . T e y r e o d t o l o r a t e r t a e o t o . W e e l l o r a r k e t a d e a , t e y a r e o t u e u l w t a o r e t e r o d u t .

v e t a t o r a r e o t e e a l l y t e r e t e d l e a e o l e a d r e e r t o w o r k a l o e . T e y a b e e r e v e d a o l d , b l u t a d t a t l e . B e a u e t e y v a l u e t e r o w t k a b l i t y , v e t a t o r e v a l u a t e o t e r b y o w t e y u e a t a d l o . T o r e a e t e r e e t v e e r o a l t e r a t o , t e y e e d t o d e v e l o a r e a t e r u d e r t a d o o t e r e o l e , e e a l l y o t e r ' e o t o .

Objective Tracker



Definition: re-iterative or alternating

Goal: iterate

Judgement by: ability to follow

Key indicator by: use of data and logical analysis

Value to or a ratio: decrease; obtain, evaluate and test or ratio

Overview: analysis

Under Pressure: become worried

Fear: irrational; rule

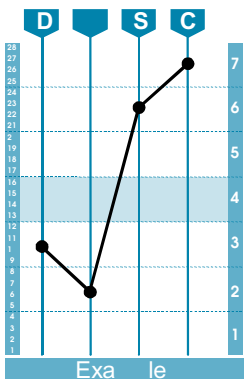
Would react effectively with: self-enclosed; blind or other tactics

Objective Tracker tends to have highly developed analytical skills. They are often attracted to drawing conclusions and they seek iterative data every time they do. To a certain extent, Objective Tracker often observe or attempt to analyze what they are doing. They are often doubtful about their own ability, they avoid usual behavior and are often lonely. For example, Objective Tracker will rather avoid naturally being in a group or a team.

Objective Tracker are often to work with people who, like themselves, are interested in the same kind of work environment. Considered by others, they are often very noticeable with a very low level. Despite being often overlooked, Objective Tracker have a strong need to control their environment. They tend to exert control directly by requiring others to adhere to a standard.

Objective Tracker are often with the "ruler" and they have trouble asking for help or support. When they are worried, they are often "analytical." When they are taken, Objective Tracker often tend to ask for knowledge, they are often very aware of their own or others' status.

Perfectionist



Definition: delay or delay; retracted and autonomous

Goal: stability; red table or list

Judgement by: re-evaluation

Key indicator by: attention to detail; accuracy

Value to or a ratio: often; accuracy; control quality

Overview: reduce a "dual" or control; overdependence on others, reduction of error rate at work

Under Pressure: become a total dud

Fear: failure

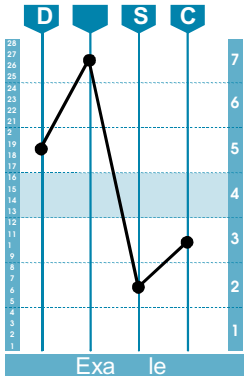
Would react effectively with: role flexibility; decrease in dependence; believe in work

Perfectionists are very exact, they are often a difficult worker to follow but their own work is perfect. Extremely often, they are often difficult to work with as they require attention to detail and accuracy. Because they are often very detail-oriented, they are often very hard to work with. They are often very exacting, they require a high level of accuracy.

Perfectionists are often very detail-oriented and they are often very accurate. They are often very accurate but they are often very difficult to work with. They are often very accurate but they are often very difficult to work with. They are often very accurate but they are often very difficult to work with.

Perfectionists evaluate themselves and others by their accuracy or their ability to do things. They are often very accurate but they are often very difficult to work with. They are often very accurate but they are often very difficult to work with. They are often very accurate but they are often very difficult to work with.

Per uader
 Patter



Exa le

E oto : tru t ot er ; e t u a t

Goal: aut orty a d re t e ; tatu y bol

Jud e ot er by: ab lity to verbal e ; lex b lity

lue e ot er by: re dly, o e a er ; verbal ad e t e

alue to t e or a ato : ell a d lo e ; dele ate re o b lity ; o ed a d o de t

Overu e : e t u a ; ell ab lity ; o t

U der Pre ure: be o e de ve a d ea ly er uaded ; be o e or a ed to look ood

Fear : xed e v ro e t ; o lex relat o

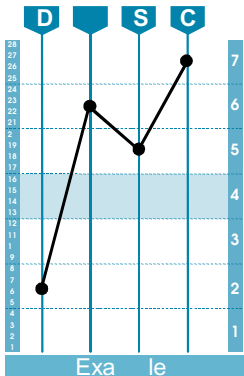
Would rea e e t ve e wt ore: alle a e t ; atte to to ta k-d re ted erv e a d key deta l ; obe t ve data a aly

Per uader work wt eo le, trv to be re dly w le u orward t er ow obe t ve . Out o a d tere ted eo le, Per uader ave t e ably to a tere eta d o de eo varou ty e o eo le. Per uader a re t er t ou t o ot er , draw eo le to t e a d re t a t e a le t or red . T ably art ularly el ul we Per uader ell t e elve ort er dea to w o to o aut orty.

T e o t avourable e v ro e t or Per uader lude work wt eo le, re ev alle a e t a d ex ere a vare ty o work a t v t e t at requ re obly. T ey eek work a e t t at w ll ve t e t e o ortu ty to look ood. A are ult o t er atural o t ve outlook, Per uader ay be too o t t about a ro e t ' re ult a d ot er ' o t e tal. Per uader al o t e d to over-e t at e t er ably to a e t e be avour o ot er .

W le Per uader de re reedo ro rout e a d re e tato , t ey do eed to re e ve a aly t al data o a y te at ba . O e alerted to t e orta e o t e " ltle t " , Per uader a u e t e or ato to bala e t e re t u a wt a real t a e e t o t e tuato .

Pra tto er
 Patter



Exa le

E oto : wa t to kee u wt ot er e ort a d t e al er or a e

Goal: er o al row t

Jud e ot er by: el-d l e ; o to a d ro oto

lue e ot er by: o de e t er ably to a t er ew k ll ; develo e t o " ro er" ro edure a d a to

alue to t e or a ato : k lled t e ala d eo le robe - olv ; d lay ro e ya d e al ato

Overu e : over-atte to to er o al obe t ve ; u real t ex e tato o ot er

U der Pre ure: be o e re tra ed ; e t ve to rt

Fear : red t ably ; ore o to a a " ex ert "

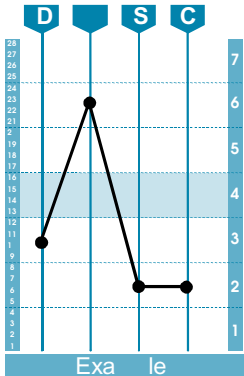
Would rea e e t ve e wt ore: e u e ollaborato or o o be e t ; dele ato o key ta k to a ro rate d v dual

Pra tto er value ro e y e al ed area . S urred o by a de re to be " ood at o et " , t ey are uly o tort er ow work er or a e. Alt ou t era to be " t e " ex ert a area, Pra tto er requ e tly ve t e re o t att ey k ow o et about everyt . T a e art ularly tro w e t ey verbal e t er k ow ed eo a vare ty o ub e t .

A Pra tto er t era t wt ot er , t ey ro e ta relaxed, d lo at a de a y o t yle. T o e al attitude ay a equ kly t er ow work area w e t ey be o e t e uly o u ed order to eet ta dard or er or a e. Be au e t ey value el-d l e, Pra tto er evaluate ot er o t e ba o t er ably to ou o daly er or a e. T ey ave ex e tato o t e elve a d ot er a d t ey t e d to verbal e t er d a o t e t .

W le t ey aturally o e t rate o develo a or a ed a roa to work a d rea t er ow k ll , Pra tto er al o eed to el ot er buld k ll . ad d to , t ey eed to rea e t era re ato o t o e w o o t r bute to t e work e ort e ve t ou t ey ay o t u e t e Pra tto er ' re er red e t od .

Proter Pattern



Example: will to a e tot er

Goal: approval, popularity

Judgement by: verbal kill

Influence by: rare, opportunity, favour

Alternative or attribute: relieve to; rotate road, lud or er el

Overuse: rare, ot

Under Pressure: be o e arele a d e t e tal; d or a ed

Fear: lo o o ala e ta e a d el- wort

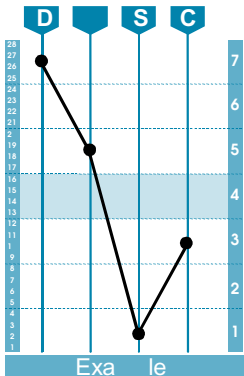
Would react effectively with ore: control; obesity; e e o ur e y; e o to al o trol; ollow-t rou o ro e , ta k

Proter have a extensive network of fact. They are usually re-around ally-adapted developed early. They rarely a-ta o e ot er te to ally. Proter seek favourable o al e v r o e t w e r e t e y a d e v e l o a d a t a t e r o t a t . e r b a l l y k i l l e d , t e y r o t e t e r o w d e a a d r e a t e e t u a r o t e r ' r o e t . W t t e r w d e r a e o o t a t , P r o t e r a v e a e t o t e e o l e w o a e l t e .

Some Proter refer to art-ate-ad-tera-twt-ot-er-a-tv-te, they may be later ted-ta-k-a-o-l-e-t. They may o-tue to eek out a y-tuato-t-at-volve-eet-eo-le-a-d-o-a-l, eve-t-ou-t-er-ob-requ-re-atte-to-ore-ol-tary-a-tv-te. They t-rve-o-eet, o-ttee-a-d-o-ere-e.

Usually o-t-t, Proter tend to over-t-at-e-ability-ot-er. They o-te-lea-to-favourable-o-lu-o-wt-out-o-der-all-t-e-a-t. Proter will learn to be-ob-e-t-v-e-a-d-e-a-ere-ult-wt-o-a-a-d-d-re-to. T-e-a-a-e-e-t-a-y-r-e-e-t-a-l-l-e-e-or-Pro-ter. By-e-t-t-a-t-e-l-t-o-o-v-e-r-a-t-o-a-d-d-u-o, t-e-y-a-r-e-d-t-e-e-l-v-e-o-t-e-u-r-e-y-o-l-o-a-d-a-o-l-t-e-t-a-k.

Result-Ore ted Pattern



Example: verbal e e o tre t; d lay ru ed d v dual

Goal: do a e a d de e de e

Judgement by: ability to a o l t e ta k qu kly

Influence by: or e o ara ter; er te e

Alternative or attribute: er te e; do ed e

Overuse: ate e; w-lo e o etto

Under Pressure: be o e r t ala d ault-d; re t art at wt a tea; ay over te bou dare

Fear: ot er will take adva ta e o t e; low e, e e ally ta k a tv te; be a u over

Would react effectively with ore: verbal ato o ter rea o; o derato o ot er v e a d dea about oal a d robe oluto; e u e o er o t e r; ate e a d u lty

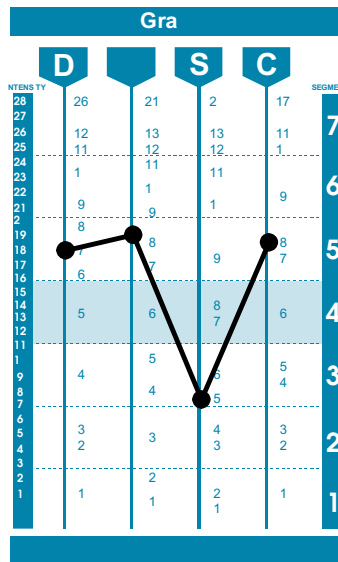
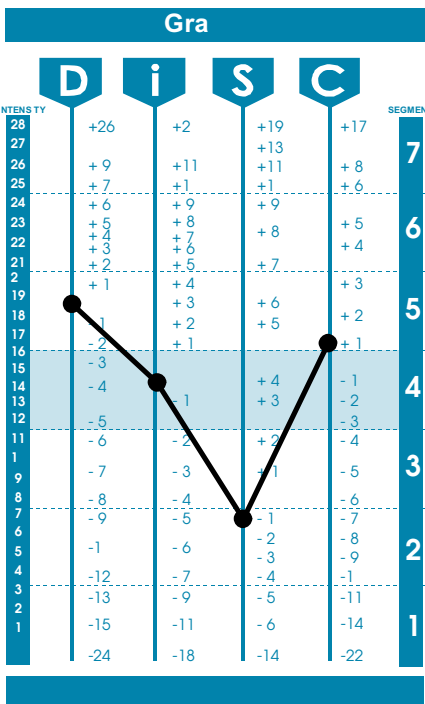
Result-Ore ted e o l e d l a y e l - o d e e , w o e a y t e r e t a a r r o a e . T e y a t v e l y e e k o o r t u t e t a t t e t a d d e v e l o t e r a b l e t o a o l r e u l t . R e u l t - O r e t e d e r o l k e d u l t t a k , o e t t v e t u a t o , u q u e a e t a d " o r t a t " o t o . T e y u d e r t a k e r e o b l i t e w t a r o e l - o r t a e a d d l a y e l - a t a t o o e t e y a v e e d .

Result-Ore ted e o l e t e d t o a v o d o t r a a t o r , u a d r e t o t r o l , t e - o u d e t a l a d r o u t e w o r k . B e a u e t e y a r e o r e u l a d d r e t , t e y a y a v e d u l t e w t o t e r . R e u l t - O r e t e d e o l e r z e t e r d e e d e a d a y b e o e r e t l e w e v o l v e d w t r o u a t v t e o r o t t e e w o r k . A l t o u R e u l t - O r e t e d e o l e e e r a l l y r e r t o w o r k a l o e , t e y a y e r u a d e o t e r t o u o r t t e r e o r t , e e a l l y w e o l e t r o u t e a t v t e .

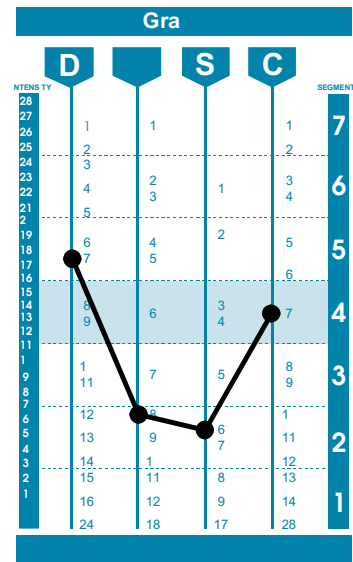
Result-Ore ted e o l e a r e q u k - t k e r a d t e y a r e a t e t a d a u l t - d w t t o e w o a r e o t . T e y e v a l u a t e o t e r o t e r a b l y t o e t r e u l t . R e u l t - O r e t e d e o l e a r e d e t e r e d a d e r t e t e v e t e a e o a t a o . T e y t a k e o a d o t e t u a t o w e e e a r y , w e t e r o r o t t e y a r e a r e . t e r u o r o d r v e o r r e u l t , t e y a y a e a r b l u t a d u a r .

Here a u ary t at ow ow your er o al re ort wa e erated. Gra t e re ult o o b your "Mo t" o e wt your "Lea t" o e a d u ed to deter e your e t DSC d e o , your te ty dex ore a d your Cla al Patter . you would lke ore or at o about ow your er o al re ort wa bu lt, lea e talk to your a l tator.

Na e: Re o de t Na e
Ge der: Male
Date: 12. 1.2 5
Fo u : Work



T e e are your "Mo t" re o e
o rea o t e our a le



T e e are your "Lea t" re o e
o rea o t e our a le

TALLY BOX		D	i	S	C	N
		MOST	7	8	5	8
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SUMMARY OF NTERPRETAT ON

H e t D S C D e o (): Do a e a d Co e tou e (DC)

Cla al Patter : Creat ve Patter

Se e t Nu ber : 5425