Case Study: Maphutha School
Career Development Stakeholder Conference

Background on Personal Profile Analysis

Behavioural Assessment based on DISC theory
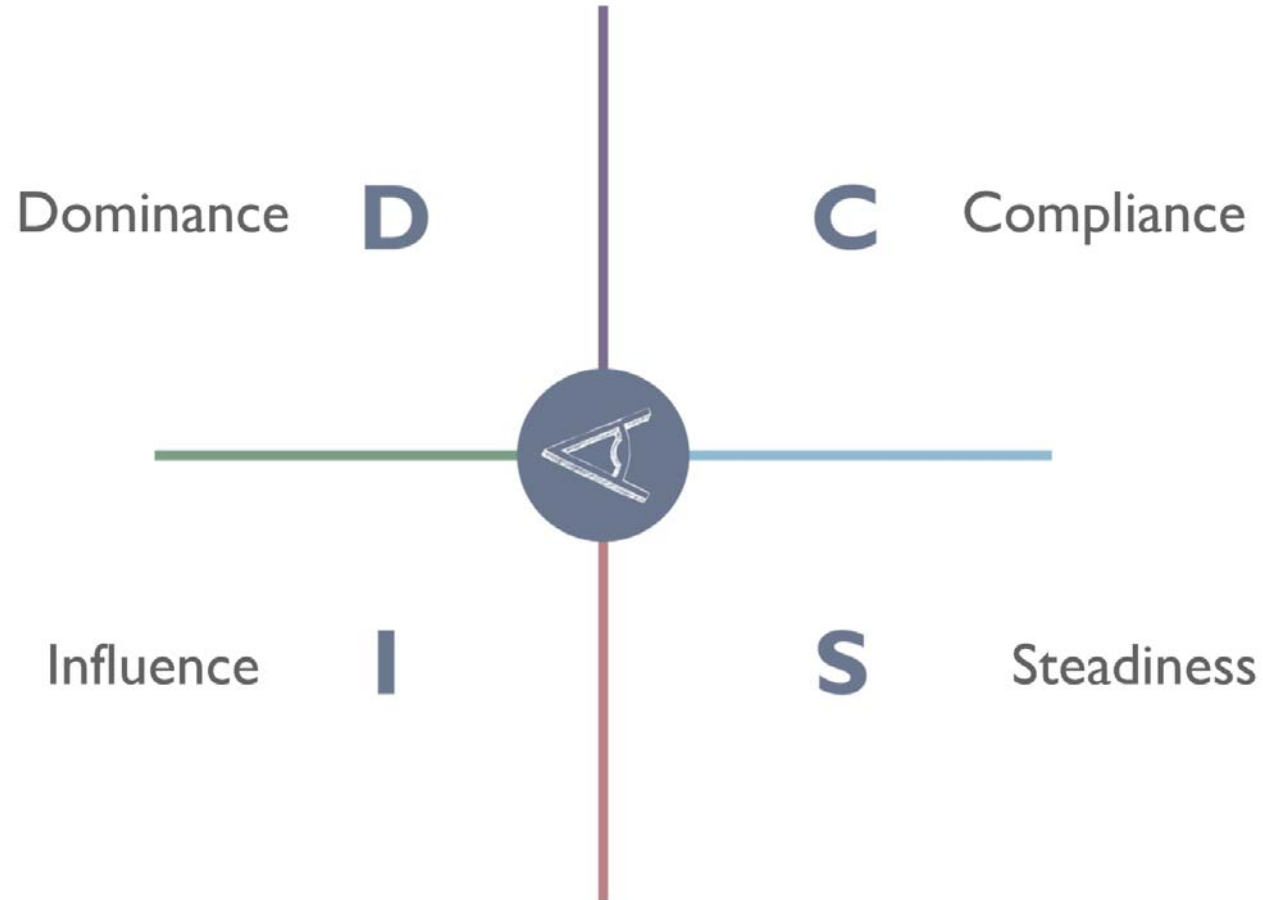
Used since 1981 – registered with HPCSA

8-10 minutes to complete

Ipsative – Not norm-based, non-judgemental

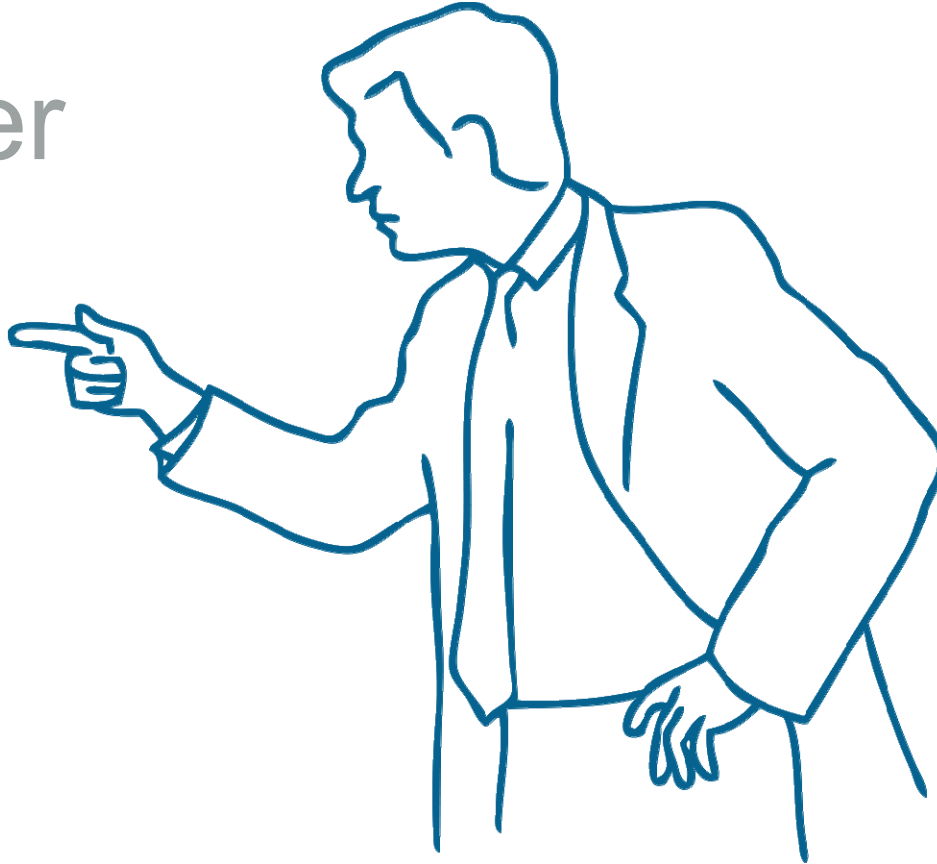Purpose is awareness of preferred behaviour of self and others

Accurate yet easy to understand

Dominance **D**   **C** Compliance

Influence **I**   **S** Steadiness

Power

Consistent characteristics

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Working strengths (on and above the line factors)			
Results	**People / relationships**	**Service /specialist**	**Quality / technical/ policy**
"D"	**"I"**	**"S"**	**"C"**
Assertive Competitive Direct Driving Forceful Inquisitive Self-starter	Communicative Friendly Influential Networker Persuasive Positive Verbal	Amiable Deliberate Dependable Good listener Kind Methodical Persistent Thorough	Accurate Careful Compliant Logical Perfectionist Precise Systematic
Accommodating Hesitant Low decision need Mild mannered Non-demanding	Probing Reflective Reserved Self-conscious Serious Suspicious	Active Alert Demonstrative Mobile Restless	Firm Independent Persistent Strong-willed Stubborn
"D"	**"I"**	**"S"**	**"C"**
Direction	Reality	Variety	Autonomy
Support factors (below the line factors)			

Focus on

Seeks

Consistent characteristics

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"D"	**"I"**	**"S"**	**"C"**
Direction	Reality	Variety	Autonomy
Support factors (below the line factors)			

Focus on (left label for top section)

Seeks (left label for bottom section)

People

Consistent characteristics

Working strengths (on and above the line factors)			
Focus on Results	People / relationships	Service /specialist	Quality / technical/ policy
"D"	**"I"**	**"S"**	**"C"**
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"D"	**"I"**	**"S"**	**"C"**
Seeks Direction	Reality	Variety	Autonomy
Support factors (below the line factors)			

Consistent characteristics

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"D"	"I"	"S"	"C"
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Support factors (below the line factors)			

Focus on

Seeks

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Pace

Consistent characteristics

Working strengths (on and above the line factors)			
Results	People / relationships	Service /specialist	Quality / technical/ policy
"D"	"I"	"S"	"C"
Assertive Competitive Direct Driving Forceful Inquisitive Self-starter	Communicative Friendly Influential Networker Persuasive Positive Verbal	Amiable Deliberate Dependable Good listener Kind Methodical Persistent Thorough	Accurate Careful Compliant Logical Perfectionist Precise Systematic
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"D"	"I"	"S"	"C"
Direction	Reality	Variety	Autonomy
Support factors (below the line factors)			

Focus on

Seeks

Consistent characteristics

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"D"	**"I"**	**"S"**	**"C"**
Seeks Direction	Reality	Variety	Autonomy
Support factors (below the line factors)			

Policy

Consistent characteristics

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Working strengths (on and above the line factors)			
Results	People / relationships	Service /specialist	Quality / technical/ policy
"D"	"I"	"S"	"C"
Assertive Competitive Direct Driving Forceful Inquisitive Self-starter	Communicative Friendly Influential Networker Persuasive Positive Verbal	Amiable Deliberate Dependable Good listener Kind Methodical Persistent Thorough	Accurate Careful Compliant Logical Perfectionist Precise Systematic
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Direction	Reality	Variety	Autonomy
Support factors (below the line factors)			

Focus on (row label for upper section)

Seeks (row label for lower section)

Maphutha Secondary School Project

Emerson Network Power collaborated with **Thomas Education** to offer learners an opportunity to complete psychometric assessments to help develop self-awareness and ultimately guide their careers.

Emerson's Vision

To bridge the lack of socialization and limited access to knowledge, information and career guidance, by using psychometric tools to provide career guidance and creating opportunities for interaction with professionals.

THE AIM: To empower learners and prepare them for career choices and ultimately leaving school.

MAPHUTHA SECONDARY SCHOOL PROJECT

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PER CLASS

Day 1 = 08:00 – 14:00

(12 groups per day)

Day 2 = 08:00 – 14:00

(12 groups per day)

Thomas Education Professional Team

940 Completed

PP

905 Learners

35 Teachers

Grade 9, 10 and 11

Scoring & Analysis

Thomas Psychology Team

MAPHUTHA SECONDARY SCHOOL PROJECT

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INDIVIDUAL REPORTS

GROUP FEEDBACK

SCORING AND ANALYSIS

PP◁

1 day Training for the Educators

Per class for each Grade

Personal And Career Report Per Learner

25 Feedback Sessions

Thomas Psychology Team

SAMPLE FREQUENCIES

905 Learners

50%   50%

35 Educators

44%   56%

Grade Distribution

39%	31%
	31%
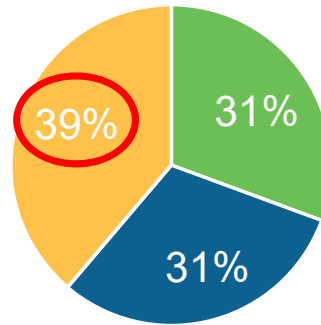
■ Grade 9   □ Grade 10   ■ Grade 11

Number Of Classes Per Grade

Grade 9	6
Grade 10	9
Grade 11	9
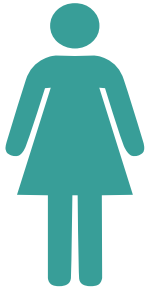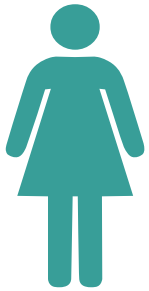
- There was an **equal distribution** between boys and girl and slightly more male educators than female educators

- The grade distribution was similar, with **Grade 11** being slightly more than the other two Grades

- In total **24 classes** were assessed and provided with feedback.

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Learners

Leading DISC Factor

- Dominace
- Influence
- Steadiness
- Compliance

5%
29%
37%
28%

Among the learners, the **leading** DISC factors was:

Compliance

Consistent characteristics: accurate, compliant, logical, careful, precise, perfectionistic, systematic
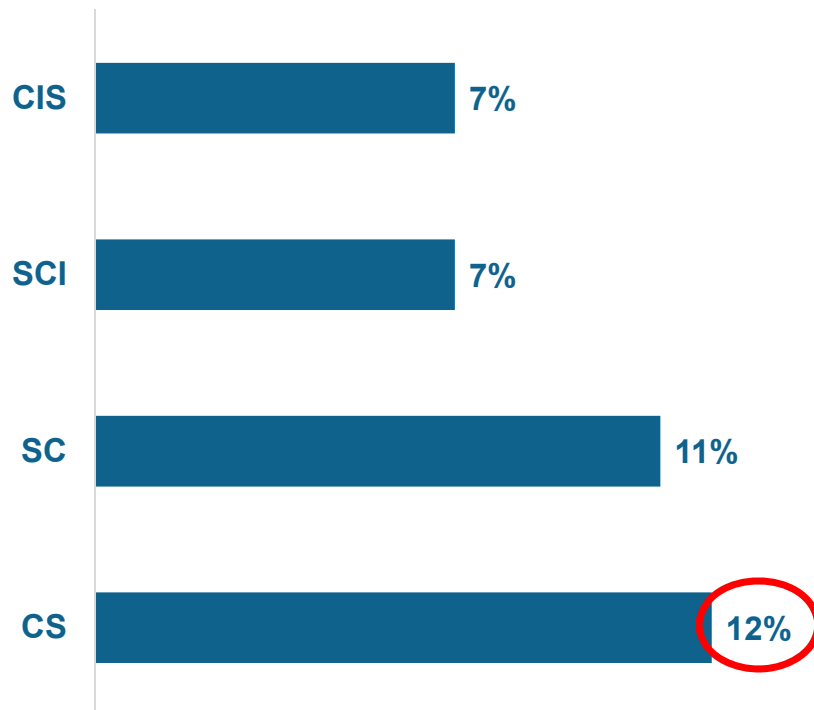
The **lowest** DISC factor was:

Dominance

Consistent characteristics: assertive*,* competitive, direct, driving, forceful, self-starter
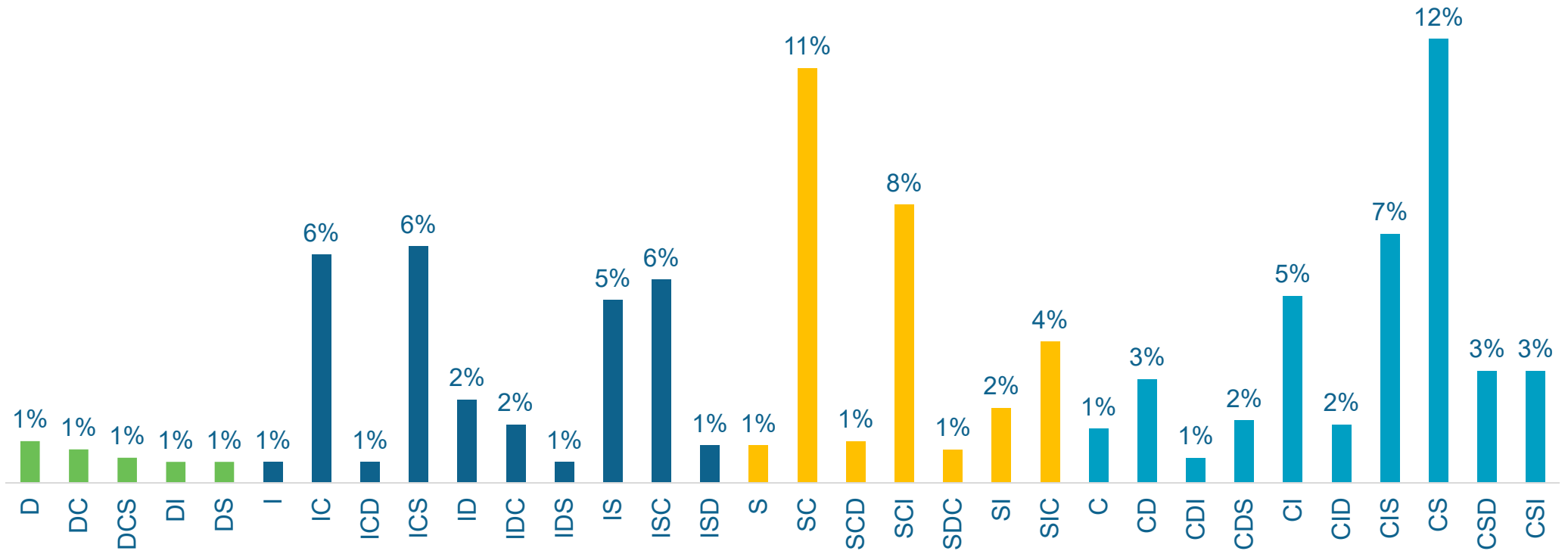
PPA DATA ANALYSIS - LEARNERS

Learners

Top Four PPA profiles

Profile	Percentage
CIS	7%
SCI	7%
SC	11%
CS	12%

CS - People with CS profile are *careful*, *considerate*, and *conservative* and would rarely offend others intentionally. They are adaptable to authority, respectful, sincere and loyal. They may follow a perfectionist approach regarding systems, procedures, policies and rules. Logic and accuracy are keynotes for people with CS profiles. They may appear to others as very cautious in their decision making.

SC - People with SC profiles are usually *persistent*, *patient*, *thorough* and *deliberate* in most of their undertakings. Being reliable, they normally approach situations in a controlled and practical manner. They prefer to know the reasons and likely consequences of any changes or action taken before implementation. People with SC profiles feel uncomfortable if rushed or interrupted. They may require time to prepare and get things organised before starting a project. Once started, they will tend to apply tenacity to the task at hand.

PPA DATA ANALYSIS - LEARNERS

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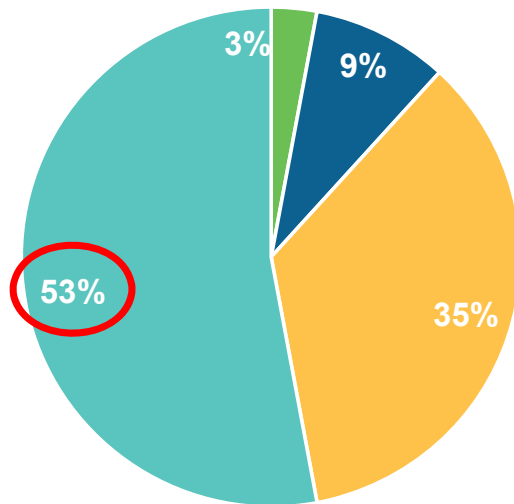*your business. your people. but better*

PPA Profile Frequency

Profile	%
D	1%
DC	1%
DCS	1%
DI	1%
DS	1%
I	1%
IC	6%
ICD	1%
ICS	6%
ID	2%
IDC	2%
IDS	1%
IS	5%
ISC	6%
ISD	1%
S	1%
SC	11%
SCD	1%
SCI	8%
SDC	1%
SI	2%
SIC	4%
C	1%
CD	3%
CDI	1%
CDS	2%
CI	5%
CID	2%
CIS	7%
CS	12%
CSD	3%
CSI	3%

Profiles of less than 4 = 0% not included

Educators

Leading DISC Factor

Legend: Dominace | Influence | Steadiness | Compliance

Among the learners, the **leading** DISC factors was:

Compliance

Consistent characteristics: accurate, compliant, logical, careful, precise, perfectionistic, systematic
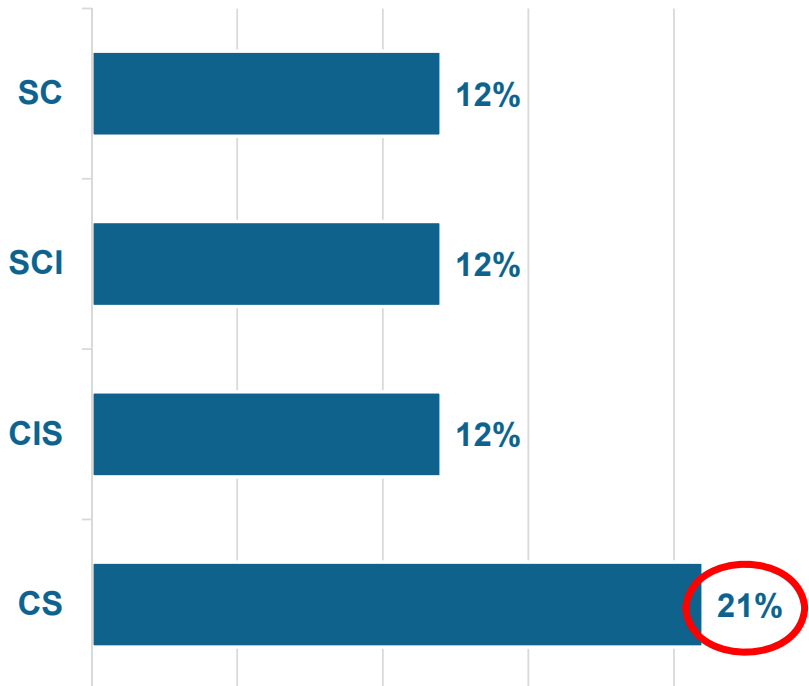
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Consistent characteristics: assertive*,* competitive, direct, driving, forceful, self-starter

PPA DATA ANALYSIS - EDUCATORS

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Educators

Top four PPA profiles

Profile	Percentage
SC	12%
SCI	12%
CIS	12%
CS	21%

CS - People with CS profile are *careful*, *considerate*, and *conservative* and would rarely offend others intentionally. They are adaptable to authority, respectful, sincere and loyal. They may follow a perfectionist approach regarding systems, procedures, policies and rules. Logic and accuracy are keynotes for people with CS profiles. They may appear to others as very cautious in their decision making.

PPA DATA ANALYSIS - EDUCATORS

PPA Profile Frequency
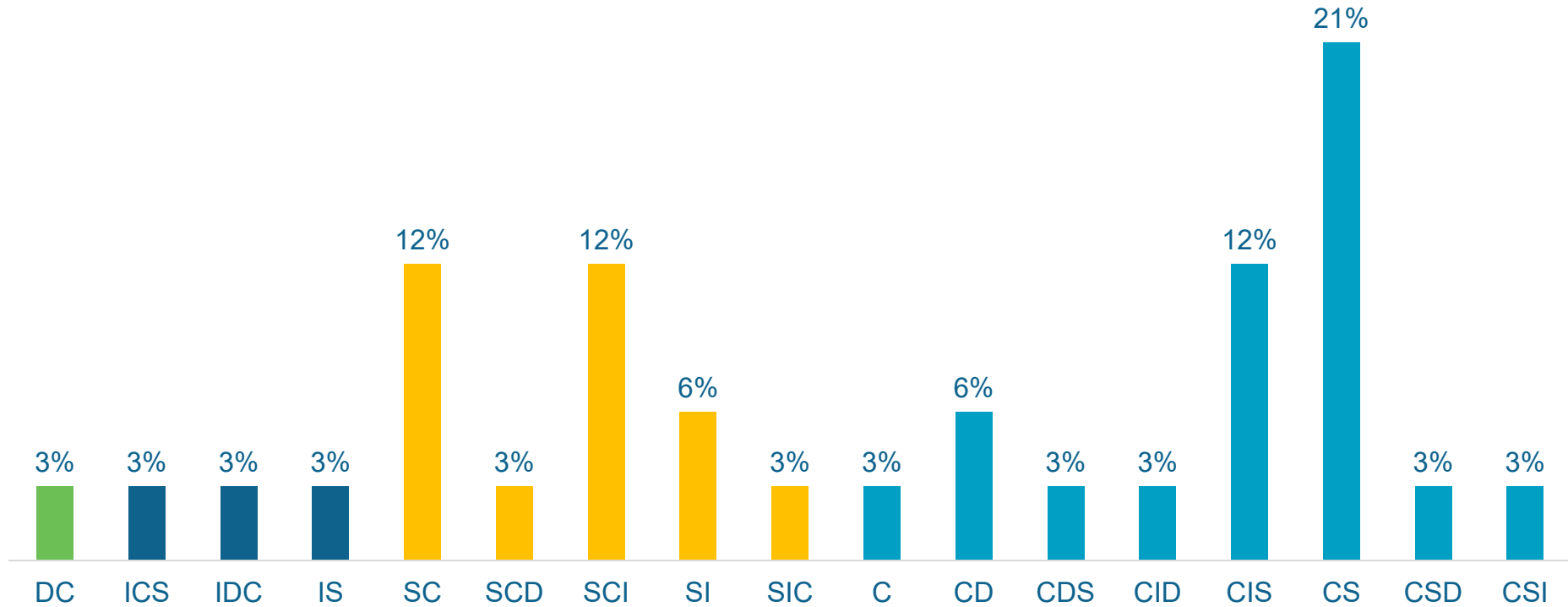
Customised Career Report, based on Behavioural Preference

Included in Report:

- About You – General background of Behaviour

- You in the Workplace – Transposing Behaviour to the Workplace

- Key Career Criteria – What to look for in a Career

- Your Work Strengths – Contribution to the Organisation

For your own personal complimentary assessment, email

enquiries@thomas.co.za

Tel: 012-111 0821

www.thomas.co.za

We enable future success and ultimately, change lives.
We are passionate about improving young people's lives
as they move through the education system into work.