CRITERIA: Area of Evaluation
A: Introduction
Interview: asked important and relevant questions; reasonable time spent
Cover page: Confirmed ID; discussion of "self-discovery"
Table of Contents (ToC): When to use this report (to encourage future use)
Explanation of Scales and Scores, including mid-range, Self Assessment of Personality
B: Personality
Personality: Main trait, description, sought student confirmation
Personality: Sub-traits used to explain nuances of main trait; sought student confirmation
Personality: Personality Implications (Student ID of the most important ones; any not apply)
Strengths/Potential Struggles: clear explanation, markings, summary, "homework"
Synthesis of Personality: Connected personality traits and subtraits, noting themes and balancers and giving the student a sense of their overall personality design
C: Interests
Explanation of YES! Interest Pathways

Holland graph: discussion of student perception of their focus area(s) (things, ideas, people, data)
Pie graph: good explanations of how the student's interests are distributed; good questions
Working through Interests appropriately
D: Skills
Skills: confirm highest scoring skills, any red flags with the lowest skills
E: Priorities
Surroundings, Results, and Life Purpose: Asked for further explanation of how the student defines them when needed/helpful
Surroundings, Results, and Life Purpose: Any others need to be added (top 5?) Anything low in Priorities that should be noted/pointed out/asked about?
F: Interactive Action Plan
Synthesis Process: Create a Funnel with student
G: ICF Core Competency Standards
Cultivates trust & safety for the student
Maintains presence
Listens actively to student
Evokes awareness - ask questions
Facilitates student's growth
Overall Feedback for Consultant

YES! - Personal Consultation Rubric

Greatly Exceeds Expectations (Excellent) 5 Points	Exceeds Expectations (Good) 4 points	Meets Expectations (Satisfactory) 3 points	Below Expectations (Fair) 2 points	Does Not Meet Expectations (Poor) 1 point
		3		
			2	
			2	
	4			
	4			
	4			
5				
			2	
5				
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			2	
	4			
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	4			
5				
5				
				1
5				
5				
5				
		3		
	4			

Comments

Mom and Dad talked too much during the consultation.Need to establish guidelines for their participation. The interrview portion is important for bonding. She was trying to bond with him He is "aloof." The time spent on interview was quite long. Mon and Dad talking too much made whole consutation too long.

confirmed id. Did not discuss self-discovery

I didn't hear Sue discuss the table of contents but she did encourage him to refer to the report for future planning

Sue really invoved the parents in making their guesses about son's personality. Her explanations of personality traits in this section were not always accurate. "Authoritative-like to tell people what to do." These are people that are born leaders and like to be in control might have been a more accurate decription.

Sue expained traits in her own words-would like to see her use the Crown definitions-the opposite of blunt is "to beat around the bush"

She did seek cnfirmation a lot. She kept asking "Do you think this is true of you" Create questions to see if he turly sees what these subtraits are. I liked how she celebrated his personality traits that were balanced/midrange

Sue used check marks to confirm the implications and tried hard to get him to identify his top traits. She explained how they might be affecting his life

I was bothered by a complete disregard for the struggles Jonathan is having and will experience because of his lack of focus, his bluntness, his aloofness. She said we aren't going to spend any time on your struggles because we want to focus on your super strengths. That is doing the student a disservice. She said don't worry about those God will take care of those

the 2nd day Sue came with the blender and a wonderful combination of Jonathan's subtraits, Jonathon's top 3, and even the definition of his name. I lked the "I" statements used in explaining how his personality showed itself in his life. Impressive

I liked how she gave him the Pathways and let him find his path with the careers he chose. I did fee she could have tied the personality section with this diagram more clearly

I didn't feel she adequately explained how his personality fit on the Holland graph
she did use the pie chart to explain the categories his interests fell into.
Took time to go through Suject interests, Occupation interests, and Activity interests and identified some themes
she did not discuss red flag skills. She did get him to see haw his high skills were gifts to be celebrated
Sue asked for further clarification on his priorities like-recognition, high income
she gave Jonathon an opportunity to rerank his priorities and did a great job of asking him to tell her more about several of his priorities even his lowest ranked ones. His desire to not make God a priority in his life washandled well I thought as she asked questions and gave challenges.
Didn't use funnel for synthesis. The consultation lacked synthesis She told stories but needed to tie together this student's pesonality, interests , skills. And priorities.Way too much input fron the parents hindered her working with the student.
She demonstrated respect for the students perspectives and sought to understand him and his identity, culture, and environment.
Sue was observant, focused, and responsive to both the student and his parents
She would ask him to repeat his ideas if she felt she didn't hear correctly and would say the idea back to him to show she was listening
Needs to create a bigger battery of questions to use- "Does that sound like you" was her main question
She showed a genuine concern for this student and suggested ways he could grow