

YES! - Persc

<b>CRITERIA: Area of Evaluation</b>	<b>Greatly Exceeds Expectations (Excellent)</b>  <b>5 Points</b>	<b>Exceeds Expectations (Good)</b>  <b>4 points</b>
<b>A: Introduction</b>		
Interview: asked important and relevant questions; reasonable time spent		
Cover page: Confirmed ID; discussion of "self-discovery"		4
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		4
<b>B: Personality</b>		
Personality: Main trait, description, sought student confirmation	5	
Personality: Sub-traits used to explain nuances of main trait; sought student confirmation	5	
Personality: Personality Implications (Student ID of the most important ones; any not apply)	5	
Strengths/Potential Struggles: clear explanation, markings, summary, "homework"		4

Synthesis of Personality: Connected personality traits and subtraits, noting themes and balancers and giving the student a sense of their overall personality design		4
<b>C: Interests</b>		
Explanation of YES! Interest Pathways		4
Holland graph: discussion of student perception of their focus area(s) (things, ideas, people, data)		4
Pie graph: good explanations of how the student's interests are distributed; good questions	5	
Working through Interests appropriately		4
<b>D: Skills</b>		
Skills: confirm highest scoring skills, any red flags with the lowest skills	5	
<b>E: Priorities</b>		
Surroundings, Results, and Life Purpose: Asked for further explanation of how the student defines them when needed/helpful		4
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?		4
<b>F: Interactive Action Plan</b>		
Synthesis Process: Create a Funnel with student	Not applicable	
<b>G: ICF Core Competency Standards</b>		

Cultivates trust & safety for the student		4
Maintains presence	5	
Listens actively to student	5	
Evokes awareness - ask questions	5	
Facilitates student's growth	5	
<b>Overall Feedback for Consultant</b>		

The session was altogether very effectively conducted. The student demonstrated a high se of the consultant in terms of the language used, the ability to connect with the student and






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nse of interest and commitment towards the exercises and the entire  
the clarity and effectiveness of the illustrations. The challenge of not f

## Comments

The time spent bringing the student into the session was just adequate. The student could have been warmed up further by getting her to tell what she thinks about herself along the the four areas of assessment after describing and illustrating the areas. The discussion on "living by design" was satisfactory.

The introductory page was well done. There was however no reference to the backpack image, which illustrates the preparatory information to go on the "journey of life".

The student was simply told what was on the page without their essence, particularly with reference to when to refer to the various areas.

Well executed. Scales could have been further explained to demonstrate the level and impact of score relative to the strengths.

Very well done, explaining the six traits and illustrating them with practical contextually fitting examples. The seeking of student's confirmation was very well executed.

Very well executed. Student was able to appreciate the well illustrated subtraits and how they qualify the main traits. The consultant was very flexible and allowed the student to confirm the notes, even getting the student to read and acknowledge them.

The essence of the identification of the personality traits was well explained, as well as the uniqueness and implications of the traits for the student relative to the behaviour and relationships with others.

Consultant illustrated extensively the strengths and potential struggles, with emphasis on focusing on the strengths and managing the struggles. There was adequate involvement of the student in the process, as well as indications of exercises to be carried out by the student to appreciate the discovered personality.

The consultant was effectively able to demonstrate the synthesis of the personality traits employing the "blender" exercise to prepare the "milk shake" with the effective assistance of the student. The reference to the principal personality traits and subtraits as being the first four of the six was adequately demonstrated. The consultant sought to use the "ready, steady, go" framework, but did not complete the process.

The consultant was very illustrative in discussing the interest pathways which was however not printed like the other materials and therefore not adequately available to the student subsequently.

The Holland code and graph was adequately illustrated, demonstrating the consistent alignment of interest in people and ideas which reflected in the top five elements realized from the assessment.

The reference to the scores of the top five and confirmation by the student revealed the effectiveness of both the report and the quality of questioning by the consultant. The consultant was effective in linking the identified interest elements with the personality traits of the student.

The consultant was effectively able to explain the three aspects of interests and established the consistency

**The student duly acknowledged the consistency in the highest scoring skills and abilities captured in the report, which were adequately illustrated by the consultant, effectively linking them with the identified interests and personality traits.**

The different areas for purpose were well explained with practical illustrations. The importance of identified priorities was also well illustrated. The student could relate with the order of priorities in each area. The consultant effectively related the identified priorities with the personality traits and interests.

The consultant was comprehensive in establishing the consistency in priorities relative to the personal traits. There was also the needed explanations about the possible adjustment in the order of priorities with the changing seasons of life. The emphasis on the impact of priorities on the consequences of the choices we make was also well illustrated.

There was no synthesis using the funnel model. It was evidently clear that this was not needed because the student appeared to be aligned with the choices needed to be made for the future.

The atmosphere was reassuring, even though the student appeared a bit hesitant from the beginning.

The level of connection and readiness for feedback was excellent.

The consultant duly practiced active listening and was effective with feedback.

Consultant demonstrated ample command over the session, insightfulness and credibility.

The student and the mother were very satisfied and illustrated same. They appeared confident about the essence and impact of the session over the future of the student.

: session. The level of comprehension demonstrated underscores the performance having a printed copy of the interest pathways was adequately dealt with.

ncy in the revealed elements, even managing the discrepancy about the subject of maths. The student acknow

acknowledged the consistency of personality traits and interests in subject areas and what sought of jobs to do in fu

iture.