

**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**

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## YES! - Personal Consultation Rubric

<b>Greatly Exceeds Expectations (Excellent)</b>	<b>Exceeds Expectations (Good)</b>	<b>Meets Expectations (Satisfactory)</b>	<b>Below Expectations (Fair)</b>	<b>Does Not Meet Expectations (Poor)</b>
<b>5 Points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
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## Comments

Asks relevant questions and gets straight to the point without going around too much.

Asks questions to confirm real identity

She stressed the importance of using this report in the future.

THERE WAS an explanation of the traits although I did not see a specific explanation of the scales

Make a good explanation of the traits. I would prefer to ask the student if he knows his own definition of the personality trait. Makes an excellent explanation of resources like Milkshake

She asks questions and the student understands, except that her answers are mostly yes and no. The questions are more about confirmation than self-discovery. There were questions related to her real life to confirm the relationship with the results.

Makes sure to relate the implications of the traits.

Provide a good explanation of the strengths and struggles and ensure that the student identifies with these. I like that the mother has an active participation in the exchange of ideas.

The student feels very identified with the synthesis carried out. He sees himself and from his body language an she feels very confident. The consultant asks the student confirmation questions.

I was able to observe this explanation and it was referenced on more than one occasion.

I think that the explanation of the HC was a bit quick but I also consider that a deep explanation is not so relevant to the student.

The consultant makes an excellent explanation of the mix of interests with the student.

It was a simple and direct explanation to the point. For an authoritative girl like the student that may be necessary.

In this part only an explanation is made to the student about each priority. How confident would the student be in those results? Will she have understood them?

The consultant notes which are the lowest priorities and makes comments about them.

I didn't think I saw the construction of a funnel with the client

Excellent atmosphere. People participate freely and without fear of interrupting.

Mother and daughter were very attentive at all times. They affirmed with their heads that they were understanding everything.

I believe that there was effective listening but it did not happen very often.

Yes, although I would have asked the student more questions.

Definitely!!!

I liked the closing from two points of view: 1) The student felt empowered and secure in what she received. 2) From a service point of view, the consultant was willing to provide assistance.