

## Personal Consultation

CRITERIA: Area of Evaluation	S Ex pe cta tio n P o i n t	Ex pe cta tio n P o i n t	pe re c e n t a g e (S c o r e)	Ex pe c t a t i o n P o i n t	Ex p e c t e d E x p e c t a t i o n P o i n t
<b>A: Introduction</b>					
Interview: asked important and relevant questions; reasonable time spent	5				
Cover page: Confirmed ID; discussion of "self-discovery"			3		
Table of Contents (ToC): When to use this report (to encourage future use)			3		
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		4			
Personality: Personality Implications (Student ID of the most important ones; any not apply)	5				
Strengths/Potential Struggles: clear explanation, markings, summary, "homework"	5				

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	5				
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		4			
Working through Interests appropriately	5				
<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?	5				
<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	5				
Maintains presence	5				
Listens actively to student	5				
Evokes awareness - ask questions	5				
Facilitates student's growth	5				
<b>Overall Feedback for Consultant</b>	demonstrated a good level of interest and commitment towards the ensuring an effective engagement taking into consideration the attention should be adopted when having the interaction remotely. The level terms of the language used, the ability to connect with the student reflective of the findings revealed from the sessions.				

## Comments

The time spent bringing the student into the session was good and insightful. The student was effectively warmed up for the session using the interview guide comprehensively.

The introductory page was just done as expected looking at the basics. 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 pages without their essence, particularly with reference to when to refer to the various areas. The consultant simply referred the student to read those pages later and skipped.

Scales and scores were sparingly explained. Scales could have been further explained to demonstrate the level and impact of scores relative to the strengths. However, discussions effectively illustrated the scores going forward. The self assessment activity was very well executed.

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 acknowledge those that resonated with him.

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 as homework to appreciate the discovered personality further. The homework allowed a needed break and further got the student involved in the discovery process.

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 adoption of a biblical character having the same name and connecting the personality with the meaning of the name. The reference to the principal personality traits and subtraits was adequately demonstrated. The information provided was very insightful.

The student was able to appreciate the interest pathways and the exercise adequately making the process of discussing the report very exciting. The level of consistency revealed was very high. The explanations given was very helpful.

The Holland code and graph was adequately illustrated, demonstrating the consistent alignment of interest in things on a hands on basis 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 in the revealed elements, even managing the discrepancy about the subject of maths. The student acknowledged the consistency of personality traits and interests in subject areas and what sought of jobs to do in future.

**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 illustration of natural versus learned skills and how they impact work was well done.**

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. The discussions on the honourability and faith being lowly prioritized was well done.

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 very reassuring and warm.

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 sessions, insightfulness and credibility.

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

e exercises and the two sessions. The break was a very necessary step towards attention span of the target group. The sessions revealed the practical measures that of comprehension demonstrated underscores the performance of the consultant in and the clarity and effectiveness of the illustrations. The closing remarks were