

Personal Consultation

CRITERIA: Area of Evaluation	s Ex pe cta tio P o i n t	Ex pe cta tio P o i n t	pe Ex ta tio ns (S c o r e s)	Ex pe cta tio ns	Ex pe cta tio ns
A: Introduction					
Interview: asked important and relevant questions; reasonable time spent	5				
Cover page: Confirmed ID; discussion of "self-discovery"		4			
Table of Contents (ToC): When to use this report (to encourage future use)		4			
Explanation of Scales and Scores, including mid-range, Self Assessment of Personality		4			
B: Personality					
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"		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			
C: Interests					
Explanation of YES! Interest Pathways					
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		4			
D: Skills					
Skills: confirm highest scoring skills, any red flags with the lowest skills		4			
E: Priorities					
Surroundings, Results, and Life Purpose: Asked for further explanation of how the student defines them when needed/helpful		5			
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			
F: Interactive Action Plan					
Synthesis Process: Create a Funnel with student	Not applicable				

G: ICF Core Competency Standards					
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				

Overall Feedback for Consultant

The session was altogether very effectively conducted using the ren student demonstrated a good level of interest and commitment to that should be adopted when having the interaction remotely. The consultant in terms of the language used, the ability to connect with remarks were reflective of the findings revealed from the sessions.

Comments

Jerameel effectively sought to know the student prior to sharing the report which gave him insights to collaborate the student's responses during the session.

The introductory page was just done as expected looking at the basics. There was reference made to the back pack image, which illustrates the preparatory information to go on the "journey of life".

The student was told what was on the pages and their essence, particularly with reference to when to refer to the various areas. The consultant referred the student to read those pages later.

Scales and scores were adequately explained.

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.

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. There was no avenue for homework, particularly as student was at the twilight of his career and interests.

The consultant was effectively able to demonstrate the synthesis of the personality traits during the discussions. This made the need for further synthesis using the tools redundant. The reference to the principal personality traits and subtraits was adequately demonstrated. The information provided was very insightful.

There was no application of the tool. The student is at the twilight of his career.

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 session, insightfulness and credibility.
The student was very satisfied and illustrated same.

note approach. The session revealed a well prepared consultant at work. The
wards the exercises during the session. The sessions verealed the practical measures
level of comprehension demonstrated underscores the performance of the
h the student and the clarity and effectiveness of the illustrations. The closing