Public Service Pathways Diagnostic Tool
Advising Guidelines

The following is a suggested starting point to initiate discussion with students about their results:

Refer to the small graphic labeled 'Interest'.

- For pathways a student is more interested in, look to see if the student has more (or less) experience in those pathways, more self-perceived strength in those pathways, or believes those pathways are more impactful.

- For pathways a student is less interested in, look to see if the student has less (or more) experience in those pathways, less self-perceived strength in those pathways, or believes those pathways are less impactful.

Ask the student to share with you why he/she is more interested in certain pathways and less interested in others, and ask follow-up questions.

- If interest is low due to low experience, consider talking about ways to get experience.

- If interest is low due to low self-perceived strength, ask the student why they think they wouldn't be strong at a pathway, and if that is based on experience.

- If interest is low due to low perceived impact of the pathway, ask the student why they think the pathway is less impactful, bring up examples of how the pathway can be very impactful, and try to dispel any misconceptions about the pathways.

Generally, it is not necessary to encourage students to explore a pathway simply because they lack experience in a particular pathway. However, if interest, self-perceived strength, or perceived impact is high for any pathway consider sharing examples of how students can explore those pathways.