

Chapter One

Introduction to Guidance and Counselling

1.1. Definition & nature of Guidance and Counselling

Definition and Concepts of Guidance

For many years, in the behavioural science, there is/was a controversy among educators and professional counsellors' whether guidance is the same with counselling. According to Yusuf (1998), guidance and counselling are historically, professionally, ethically and technically different.

However, in their ultimate objective both guidance and counselling are similar – help students to be successful in their education. Though, they are different when we consider them technically, professionally, the effect they result. Counselling is the heart of guidance. Counselling is a specially form of guidance. Guidance is a more comprehensive one. Aggarwall as cited in Fentaw (2007) indicates that counselling is a small unit with the guidance service and guided by professionally trained persons. Counselling can be given through correspondence and the telephone conversations.

The aim of guidance simply stated is to help every person develop the best that in him as an individual and as a member of society. The need for and practice of guidance have been in evidence whenever and wherever man turned to his fellows for help with his existential problems and concerns (Samaan, 1974)

According to Bennet as cited in Fentaw (2007) the word guidance is used here in to include all those services, whether on an individual or group basis that contributes to the individuals growing understanding of himself/herself; his/her physical, mental, social maturity, his/her personal and social needs for optimum development and achievement as a unique person and a democratic citizen.

Guidance services include all those organized activities within the total school system, which are intended to assist students with their individual developmental needs. The school counsellor may initiate meaningful programs, coordinate or co-lead programs, coordination varies greatly among schools because the needs of each school are unique. The teacher, the administrator and other

school personnel are involved in guidance services. Even, non-school people and community organizations such as welfare, and recreational agencies and a variety of religious bodies and the parents may involve in guidance programs (Yusuf, 1998).

The Guidance Services

1. Educational Guidance

Educational guidance as it can be distinguished from any other form of guidance is concerned with the provision of assistance to pupils in their choices in and adjustment to the schools' curriculum and school life in general. Educational guidance is therefore essential in counselling service.

2. Vocational Guidance

Vocational Guidance is a process of helping individuals to choose an occupation, prepare for, enter into and progress in it. Vocational happiness requires that a person's interests, aptitudes and personality be suitable for his/her work. It plays its part by providing individuals with a comprehension of the world of work and essential human needs, thus familiarizing individuals with such terms as 'dignity of labor' and 'work value'.

3. Personal and Social Guidance

Personal and social guidance is the process of helping an individual on how to behave with consideration to other people. Primarily, personal and social guidance helps the individual to understand oneself, how to get along with others, manners and custom, leisure time activities, social skills, family and family relationships and understanding masculine and feminine roles.

Definition and Concepts of Counselling

Counselling is a helping professional relationship between a trained counsellor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people (group counselling). It is designed to help clients to understand and clarify their views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature. (Burks and Steffle as cited in McLeod, 2009)

On the other hand, other professionals defined counselling as it is a principled relationship characterized by the application of one or more psychological theories and a recognized set of communication skills, modified by experience, intuition and other interpersonal factors, to

clients' intimate concerns, problems or aspirations. Its predominant philosophy is one of facilitation rather than of advice-giving or coercion. It may be of very brief or long duration, take place in an organizational or private practice setting and may or may not overlap with practical, medical and other matters of personal welfare. It is both a distinctive activity undertaken by people agreeing to occupy the roles of counsellor and client (Feltham and Dryden as cited in McLeod, 2009). That means Counselling is an activity that is different from advice-giving, guiding, caring and teaching, even though it embraces aspects of all these helping processes (McLeod, 2009).

McLeod (2009) further defined counselling as it is both a process and a relationship. It is a process by which concerted attention is given by both counsellor and counselee to the problems and concerns of the students in a setting of privacy, mutual acceptance and confidentiality. As a process, it utilizes appropriate tools and procedures which contribute to the fruitfulness of the experience. Counselling is also a relationship characterized by trust, confidence, and intimacy in which the student gains intellectual and emotional stability from which he can resolve difficulties, make plans and realize greater self fulfilment.

Even if counselling is a helping profession, it only happens if the person seeking help, the client, wants it to happen. Counselling takes place when someone who is troubled invites and allows another person to enter into a particular kind of relationship with them. If a person is not ready to extend this invitation, they may be exposed to the best efforts of expert counsellors for long periods of time, but what will happen will not be counselling. The person seeking counselling is regarded as actively engaged in finding ways of overcoming his or her problems, and as a co-participant in the counselling process, rather than as a passive recipient of interventions (McLeod, 2009).

It should be noted that counselling is an interdisciplinary activity, which contains different traditions and schools of thought, and spreads itself across the discourses of theory, research and practice. Counselling has generated a rich and fascinating literature, and a range of powerful theories and research studies. I believe that it is vital for counsellors to be able to find their way around this literature, to tap into all these different knowledges. In addition, (McLeod (2009) stated that counselling is a practical activity, and can only be grasped through the experience of

doing it, as client and counsellor. Real knowledge about counselling can never be gained through reading a book. It requires immersion in an oral tradition, physically being there and doing it and crucially feeling what is happening, rather than merely looking at words on a page.

Even though, each client's experience in the counselling is different, individual counsellors share some common goals in counselling services. Greenwald as cited Fentaw (2007) outlined the following goals: the fostering of social interest, the decrease of inferiority feelings, the overcoming of discouragement, and the recognition of one's resources, changes in one's life style, that is perceptions & goals; changing faulty motivations, encouraging the individual to recognize equality among all people; helping the individual become a contributing human being.

Aspects of Counselling

1. Educational Counselling

First coined by Truman Kelley in 1914 (Makinde, 1988), educational counselling is a process of rendering services to pupils who need assistance in making decisions about certain important aspect of their education such as choice of courses and studies, decision on interest and ability, choices of college and high school. Educational counselling increases pupil's knowledge of educational opportunities.

2. Personal/Social Counselling

Personal counselling deals with emotional distress and behavioural difficulties that arise when an individual struggles to cope with developmental stages and tasks. Any facet of development can be turned into a personal adjustment problem, and it is inevitable that everyone will at some time encounter exceptional difficulty with an ordinary challenge of life. For example;

- Anxiety over a career decision
- Enduring anger over an interpersonal conflict
- Insecurity about getting older
- Depressive feelings when bored with work
- Excessive guilt about a serious mistake
- A lack of assertion and confidence
- Grief over the loss of a loved one
- Disillusionment and loneliness after parents divorce

- Failure in examinations
- Inability to make friends
- Conflict with teachers

3. Vocational Counselling

Vocational counselling is defined as individual contacts with counselees where the counsellor's main purpose is to facilitate the counslee's career development process.

- ✚ Career: *A lifestyle concept that involves a sequence of work in which one engages throughout a lifetime.*
- ✚ Career Development: *The total constellation of economic, sociological, psychological, educational, physical and chance factors that combine to shape one's career.*

This definition and category would encompass counselling situations such as:

- Helping students become aware of the many occupations available for exploration.
- Interpreting an occupational interest inventory to a student
- Assisting a teenager in deciding what to do after school
- Helping a student apply for a course in a university or colleges
- Role playing a job interview with a counslee in preparation for the real job interview.

In fact, counselling is provided under a variety of different labels. For example, there are instances where counselling is offered in the context of a relationship which is primarily focused on other, non-counselling concerns. For example, a student may see a teacher as a person with whom it is safe to share worries and anxieties. In such a situation it seems appropriate to see what is happening as being a teacher using counselling skills rather than engaging in an actual counselling relationship. The teacher is counselling but not being a counsellor.

Guidance programs and the counselling service within them, usually deal with situational and environmental conditions. Counselling is often seen as assistance given for individuals to attain a clear sense of identity. Counselling, as well as the total guidance program, stressed rational planning, problem-solving, and support in the face of situational pressures. The counselling relationship is usually characterized by much less intensity of emotional expression than that found in the therapeutic relationship. Counselling services are usually located in schools, universities, community service agencies, and pastoral organizations, while psychotherapeutic services are

usually found in clinics, hospitals, and private practice. The recipients of counselling are 'normal' individuals rather than those who exhibit abnormal or extreme modes of adjustment. Psychotherapy exists for individuals with psychological disorders. Counselling helps the essentially normal individual remove frustrations and obstacles that interfere with development, while psychotherapy attempts to deal with disabling or disintegrating conflicts.

Counselling focuses upon helping the individual to cope with development tasks such as self-definition, independence, and the like. Attention is given to clarifying the individual's assets, skills, strengths, and personal resources in terms of role development. Counselling approaches, are based more upon emphasizing present conscious material (material available within the individual's awareness) while psychotherapeutic approaches tend to emphasize historic and symbolic materials, relying heavily upon reactivation and consideration of unconscious processes.

The aims of counselling are broad. They may, in certain cases, depend on the situation and environment, and also on the training. The basic aims of counselling include the following:

- To help students understand the self in terms of their personal ability, interest, motivation and potentials.
- To help students gain insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over their feelings and actions.
- To alter maladaptive behaviours.
- To assist students in moving towards the direction of fulfilling their potentials or in achieving an integration of previously conflicting parts of themselves.
- To provide students with skills, awareness and knowledge that will enable them to confront social inadequacies.
- To help students gain some insight into the world of work, the realities therein and the relationships to their education and specialization.
- To help students develop decision making skills.

1.2. Guidance vs. counselling

Guidance is a helping relationship where the guidance officer provides information to a client. Guidance is different from counselling since unlike counselling it doesn't (1) treat psychological problems, (2) require a psychologist and can be given by anyone with relevant training and (3) doesn't apply psychological principles in handling problems of clients.

Counselling is an interpersonal helping relationship which begins with the client exploring the way they think, how they feel and what they do, for the purpose of enhancing their life. The client determines and declares to the counsellor what the counterproductive behaviours are and then makes decisions about which one(s) will be worked on. The counsellor helps the client to set the goals that pave the way for positive change to occur. People usually find it difficult to find the threshold between psychological counselling and therapy.

1.3. Historical development of counseling

In the early ancient times, mental disorders had been considered as a spiritual disorder resulting from demonic possession and can be treated only by exorcism or burning at the stake. Long time after this, mainly in the middle age and in some societies still now, persons suffering from mental and emotional disorders were either confined in asylums with wretched conditions and no systematic treatment or lived as itinerant paupers, driven from town to town. But, due to beginning of the advancement of science and technology, modern approaches to the treatment of mental and emotional disorders are started at the late 18th century (Palmo, Weikel, & Borsos, 2011).

Counselling professionals, who view themselves solely as “psychotherapists” might suggest that the history of counselling profession dates at least to Sigmund Freud, and probably farther back to the earliest psychological healers. However, this view is conflicting with the perspectives of some professionals. More typically, some professionals believed that the history of the counselling profession traces its beginning to approximately the turn of the 20th century. That was when education professionals began to realize that young people in society needed help in making effective vocational decisions. The visionary efforts of professionals such as Frank Parsons and Mrs. Quincy Adams Shaw were particularly notable (Vacc & Loesch, 1987).

In an organized sense, guidance counselling is a young discipline. The counselling profession has started at the turn of the 20th century in the form of vocational guidance and counselling. At that time, because of industrial revolution, vocational education was strongly supported. For this reason, early guidance and counselling was vocational in nature. Nevertheless, after two/three decades in the 1920s and 30s, the counselling profession expanded from the strictly vocational to the social, personal and academic (Vacc, & Loesch, 1987).

In the same way, Palmo et al. (2011) stated that the history of counselling psychology is part of the history of the twentieth century. It was born out of the compassion, idealism and social concern that ushered in a century that seemed full of hope and promise for a better world and a richer and more fulfilling life for all. The extended journey from social reform to professional psychology is the story of many dedicated men and women whose ideas and ideals have paved the path to our present.

Even though, guidance and counselling as a social and educational concept is a new concept, but guidance and counselling as a practice in human society is as old as family in human civilization, hence, the principles of guidance, in social sense in particular, are deep-rooted in socio-educational sense and they have always influenced human behaviour and personality (Shrivastava, 2003)

The field of psychotherapy and counselling is continuously changing. Approaches to treatment change in the wake of the addition of new information and opportunities to test the impact of treatments over time are practiced. Currently, according to Garfield (2006) as cited in Lebow (2008), there has been an explosion in the number of psychotherapies over the past few decades with that number now reaching more than 1,000 different named therapies.

1.3.1. Counselling services in Ethiopia

The concept and tradition of modern counselling services in Ethiopia has no centuries of history. However, guidance and counselling service with its literal and informal meaning has an old history. Traditionally, counselling was carried out by traditional healers such as priests, sheiks, traditional doctors, parents, friends, elders, neighbours for people facing problems in marriage, tribal disputes, etc. The people in “traditional helping profession” are neither trained in the modern sense of the term nor do they use scientific techniques which could produce long term impact on human problems, or result in a socially acceptable behavioural change (Yusuf, 1998)

Even though, modern guidance and counselling services have a recent history in Ethiopia, the need for this helping profession develops because of the change and complex development of society. But, there are few trained counsellors and over 60% of the population has no access to

any kind of the so called “modern health services” (Yusuf, 1998). It is only reasonable to expect that people would resort to traditional helping professionals for help.

In the same way, Ataly et al. (1995) noted that currently in Ethiopia, even though both traditional and modern methods are used for the treatment of mental problems, the traditional healing methods are used by most people, because our society believes that all mental disorders are of spiritual in origin, and traditional healers are easily accessible. Besides, the fees of the service have its own contribution; the fees of the traditional healers are usually cheaper than that of the modern services.

However, scholars in the behavioural sciences argued that the contribution of the existing “traditional helping profession” is very insignificant. Not only because their contributions and their “counselling” interventions are informal, crude and non- scientific, but also their long term impact to the effect any significant behavioural change is inconsequential. This is partly because they lacked conceptual frame work and theoretical perspectives (Yusuf, 1998).

In the modern and formal sense, it was in the early 1960’s that the word guidance first appeared in the Ethiopian educational literature. In May, 1962, Ethiopian secondary school directors held a conference focusing on the problems of their schools. Guidance, counselling and testing were among the issues discussed. In 1963, guidance and counselling were introduced in to Ethiopian secondary school curriculum, but briefly in relation to study habits. In the late sixties, when the united states Peace Corps volunteers were working in Ethiopia as teachers, some of them tried to establish an “American style” counselling units in a few schools. They did not succeed primarily because of cultural barriers. However, it was only in 1966/67, an academic year the first course entitled “guidance and counselling” was offered to students taking psychology courses in Addis Ababa University for its undergraduate students. But, at present different universities in the country are producing B.A holders who major in psychology (Yusuf, 1998).

Since, Ethiopia is one of the least developed countries in the world; the counselling profession is least developed and least understood in our society. The role and relevance of counselling psychology in non-educational settings such as in rehabilitation centres is almost insignificant and non-existent as well. Research in the area of counselling psychology is almost non-existent too. International professional linkage between Ethiopia counsellors and their foreign counterpart is also nil (Yusuf, 1998). In general, the counselling profession in our country has different

problems starting from training through implementation process. Because this field is a young discipline, the community or the whole population at large is not that much aware of its benefits.

1.4. Goals of counselling

The aims of counselling are broad. They may depend on the situation and the environment, and on training. The basic aims of counselling include the following:

1. To help students gain an insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions.
2. To alter maladjusted behaviour.
3. To assist students to move in the direction of fulfilling their potential, or achieve an integration of conflicting elements within themselves
4. To provide students with the skills, awareness and knowledge, which will enable them to confront social inadequacy.

In a school, boys and girls face many difficulties and problems which may be expressed in the following ways: withdrawal, unhappiness, annoyance, anger, and inability to meet needs, lack of knowledge, partial or total failure, inability to realize aspirations, anxiety and hyperactivity.

Added to these is the problem of HIV/AIDS for which a great deal of psychological support maybe required for boys and girls, particularly those already infected, or who orphans are as a result of this disease.

Young boys and girls are a large segment of the population. It, therefore, makes strategic sense to target them through guidance and counselling.

Counselling is important at this stage, because this is when boys and girls develop positive sexual attitudes and practices. It is when students begin to understand who they are, and how they can contribute to healthy relationships. They start to develop attitudes of respect toward members of the opposite sex, and see how each community member can contribute to development.

Personal and social counselling should also assist in awakening students to educational and vocational opportunities. The image of a girl in most African communities is that of a passive, submissive person, who remains in the background. Generally these girls have a negative self-image and a feeling of inferiority. This is increased by the attitudes of parents, teachers and

society. Personal counselling empowers girls, and teaches them to develop positive attitudes towards themselves, and is marked by an ability to acknowledge areas of expertise and to be free to make positive choices.

1.5. Dimensions of Counselling

Prophylactic / preventive Counselling is a type of counselling that is given to prevent the development of health, psychological, educational, career or any other problem. Preventive counselling is given to people who have a probability of developing health problem (for instance, HIV), psychological problem (people who have suffered loss of loved ones or physical injury), etc. Thus, the goal of prophylactic counselling is preventing the surfacing of a psychological problem.

Remedial / Interventive Counselling is a type of counselling that targets the elimination of a given psychological problem, thus, the goal of remedial counselling is the curing of the problem.

Rehabilitation Counselling is a type that is given to people who have disabilities achieve their personal, career, and independent living goals through a counselling process. Thus, the goal of rehabilitative counselling is reinstating the client to his or her natural social environment and helps him or her to function in a healthy and productive manner.

1.6. Determinants of effective counselling services

1.6.1. General Characteristics of Effective Counselor

Counseling skills

Counseling is a helping professional relationship between a trained counselor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people (group counseling). It is designed to help clients to understand and clarify their views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature.

Counselors help people from a number of different backgrounds. Counselors are people who emphatically listen and help people solve their problems in different settings. While they generally need certain academic qualifications, these are not actually enough. A certain skills are

needed in counseling. Therefore, the counseling to be effective the following basic counseling skills should be incorporated in the counseling process:-

1. Empathy

It refers to looking client's problem from the client's point of view or communicating to the client, your understanding of the inner world of the client. The skills give the client a feeling that the counselor is in touch with him/her. Counselors need to be able to put themselves in their client's shoes. By doing this, they can show their clients that they understand their situation and that they are doing everything they can to help them. A lack of empathy keeps guidance counselors from gaining their clients' trust, and also hinders their ability to devise reasonable solutions for their problems. A good counselor should try to understand the feelings the client is having in the counseling process. In other words you have to put yourself in his/her position.

Empathy is an important characteristic to being a good therapist. People come to therapy with all sorts of emotional and mental problems. These issues cause them to feel vulnerable, and a callous therapist will be ineffective in helping them properly resolve their issues. Compassion can be conveyed through verbal and nonverbal cues. Simply nodding or saying, "I understand" can put a client at ease and on the road to recovery.

2. Active listening

It is the most important skill in counseling. It is the process of hearing the other person. Thus, as a counselor, you need to be a good listener. Never interrupt what the client has /is to say. Give your inputs only when the client has finished talking. As a counselor, you should listen to what your client says. Show the client that you are paying attention. For example, rather than looking through papers on your desk as the client is talking to you, you should look at his/her face as you listen.

Listening is a learned skill. Good therapists are able to listen without interrupting and simply offering frivolous advice. During active listening, counselors are not only hearing the client's words but are also hearing the meaning of what is being said. This is followed by also asking the right questions. A spouse may comment that he does not like his spouse's job because the hours are too long. The therapist may follow up on this statement by asking the spouse if he is actually yearning for more time as a couple.

Listening is the most important skill in counseling. It is the process of 'hearing' the other person.

Three aspects of listening;

- ψ Linguistic: actual words, phrases and metaphors used to convey feelings.
- ψ Paralinguistic: not words themselves but timing, accent, volume, pitch, etc.
- ψ Non-verbal: ‘body language’ or facial expression, use of gestures, body position and movement, proximity or touch in relation to the counselor

All these express the internal state of the counselee and can be ‘listened’ to by the attentive counselor.

3. Interviewing/Asking Questions

As a good counselor, you should ask open-ended questions as opposed to close-ended questions. You should also ask probing questions. In counseling, there are three types of questions i.e. close ended, open-ended and probing questions. Before we proceed to learn about the other skills, let’s explain what they are.

What is a closed ended question?

A closed ended question is a question that invites a “Yes” or “No” response. For example,

“Are you happy with the drug you are taking?”

“Do you drink often?”

“Do you like your current job?”

This is a bad question because it does not provide the client with an opportunity to express his or her feelings. But, sometimes close ended questions are necessary to use.

Purposes of Closed-Ended Questions:-

- ✚ To obtain specific information
- ✚ To identify parameters of a problem or issue
- ✚ To narrow the topic of discussion
- ✚ To interrupt an over-talkative client

What is an open-ended question?

An open-ended question is a question that leaves room for a client to give a detailed and complete answer. In other words, it is a question that clients cannot easily answer with “yes” or “no” or one or two word responses. For example:

“Tell me about your experience so far with the drug you are taking”.

“Tell me about your relationships with your families”

“What are your reasons for saying that”

“How did you feel when that happened?”

Purposes of Open-Ended Questions:-

- ψ To begin an interview
- ψ To encourage client elaboration
- ψ To elicit specific examples
- ψ To motivate clients to communicate

What is a probing question?

A probing question is a question that asks for more details for example, “And what else can you tell me?” or “What happened after that?” “Is there anything else you would like to add?”

And so on.

NOTE: You should avoid asking why questions because they may elicit feelings or actions that can be complex and embarrassing.

A good counselor asks open-ended questions and probing questions because they encourage the client to explore and express his/her feelings. Next time you counsel a client try to use both the open ended and probing questions.

4. Attending behavior

A good counselor also needs to be attentive and focused on every aspect of his/her clients.

Non -verbal attentiveness: including the use of eye contact, head nods, facial expressions, body posture and distance, etc

In the case of **eye contact** the counselor should not look at the client in a fixed manner nor look away from the client. Looking at the client intently when they are talking and occasionally seeing an object away and coming back is good.

The **head nod** should be affirmative and go along with eye contact. Animation in facial expression gives clients the feelings that the counselor is alert and responding to ongoing communication. An absence of facial expressions suggests lack of interest.

Moreover, other skills that are capable of enhancing empathy is awareness of **mental presence** to the client keep **good physical distance** and throwing **smiles** when applicable.

Verbal attentiveness: some of the ways to show verbal attentiveness are:

- a) Allow the client to complete sentences. This does not mean that one should not interfere even when the client is rambling or telling stories. Anything that cuts the ability of the client to narrate his points is an interruption and therefore to be avoided.
- b) Use of verbal encourages like ah.....eh.....ok.....I see.....go on.....should be natural and culturally acceptable.
- c) Tracking: that means statements or a question, clarification, paraphrasing, reflecting and open ended questions.
- d) Use of voices effectively which may contain learning appropriate voice utilization and adapting the pitch, volume, rate of speech, accent ,etc.

☞ Verbal underlining by intense pronunciation should be easily utilized.

5. Paraphrasing

By re-stating in your own words what the client says, you show that you are listening and that you have understood what the client has said. In other words, paraphrasing is saying back to the client in a other way what has been said by the client while doing so the counselor should decide what is most important in client's messages. In addition, the counselor should paraphrase the emotional and cognitive effects of the message separately. For example, "What you are saying is that you have no problem with the drug so far..."

Purposes of Paraphrasing:-

- ψ To convey that you are understanding him/her
- ψ Help the client by simplifying, focusing and crystallizing what they said
- ψ May encourage the client to elaborate
- ψ Provide a check on the accuracy of your perceptions

6. Unconditional acceptance

The therapists must have no conditions of acceptance but must accept and appreciate the client as is. Hurtful, painful, bizarre, and unusual feelings as well as good feelings are to be accepted by the therapists.

The counselor should not label the client/counselees with regard to age, sex, ethnic group, culture, etc. This is a concept even can be understood as giving positive regards not for his/her qualities but because he/she is unique and worthwhile person. This status of the person is either

by great qualities or achievement or appearances and so forth. There are several skills that may convey positive regards among which the following are significant:

Non verbal behaviors:

- ✚ Soft and soothing tone or voice.
- ✚ Smiling and interested facial expressions
- ✚ Relaxed and learned toward the client posture.
- ✚ Directing the eye contact towards the client
- ✚ Touching the client softly and discretely
- ✚ Open and welcoming posture
- ✚ Close physical distance

Verbal behaviors:

- ✓ Accepting and valuing client feelings, thoughts, and behaviors.
- ✓ Making clarification on the client's thoughts, feelings, and behaviors whenever necessary.
- ✓ Restating client's thoughts, feelings, and /or behaviors.
- ✓ Proving proper questions on the basis of the age, gender, and socio-cultural background of the client.
- ✓ Not teasing, rejecting, abusing and/mainstreaming clients.

7. Organization and time management skills

The counselor needs to structure and organize all activities in the counseling process. Counselors are responsible for keeping track of a great deal of paper work, like insurance for each client and case notes taken during each session. And also, they must also keep an accurate schedule so they can be on time for appointments or avoid booking clients for the same time slot. This is when having useful organizational and time-management skills comes into play.

8. Humorous

The counselor should be funny and entertaining so as the client may release some kind of stress. Before directly asking the problem of the client, the counselor or therapist should start the communication with some sort of jokes to refresh the mind of the client.

For instance, if the client put on the T-shirt with the picture of ‘ Fabregas’ or ‘Ronaldo’ the counselor may begin the communication with the client by saying ‘ I think you are the supporter of either Arsenal or Manchester united based on the T –shirt the client put on.

9. Congruence and genuineness

In the therapeutic relationship, the therapist must genuinely be himself/herself. Getting genuineness is real in one’s own wording and actions. In other words, the counselor is sincere (show what he or she really think, feel and action) and do not present facades to clients. Genuine people are at home with themselves and therefore can comfortably be themselves in all their interactions.

Congruence refers that the words, actions and feelings of an individual are consistent that what you say corresponds to how you feel, look and act. If there is division it will create confusion and unnecessary distance in the counseling relationship.

In other words, congruence refers the match between and /or among the counselor’s words, actions and feelings should be consistent. If there is in congruence the client can find it out, and respond to the counselor in congruence with confusion or irritation and may view the in congruence as an indicator of counselor deception.

To achieve the congruence the counselor need to be having good observation of their internal reactions and resulting behavior. Otherwise the clients may saw something orally while the body may convey something different. The client is very sensitive to very tiny signals, the counselor sends, notices every shift or blink made

10. Giving Information and negotiating changes

After the patient/client has told you his/her problem, you should give her/him relevant information and negotiate changes. You should use words that the patient/client understands. Check whether the patient/client understands you by asking him/her to repeat the information and instructions you have given. If the feedback shows that the patient/client did not understand the information or cannot remember, explain again.

1.6.2. Characteristics of client

Effective counselling is a two way street. It takes a cooperative effort by both the person receiving counselling and the counsellor. And it takes a commitment to make sometimes difficult changes in behaviour or thinking patterns.

What you expect to achieve with your counsellor should be clearly defined as you begin your counselling. You and your counsellor should discuss realistic time frames for reaching your goals and agree on how you will measure your progress.