

**SOS POLITICAL SCIENCE AND PUBLIC
ADMINISTRATION**

MBA HRD –406(a) Optional Paper

**SUBJECT NAME: COUNSELING SKILLS
FOR MANAGERS**

UNIT-II

**TOPIC NAME: COUNSELING TYPES &
PROBLEMS**


Definition of Counseling

There have always been “counselors”—people who listen to others and help them resolve difficulties—but the word “counselor” has been misused over the years by connecting it with descriptive adjectives to promote products. Thus, one hears of carpet counselors, color coordination counselors, pest control counselors, financial counselors, camp counselors, and so on. These counselors are mostly glorified salespersons, advice givers, and supervisors of children or services. They are to professional counseling what furniture doctors are to medicine.

Counseling The term counseling has eluded definition for years. However, in 2010, 29 counseling associations including the American Counseling Association (ACA) and all but two of its 19 divisions, along with the American Association of State Counseling Boards (AASCB), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the National Board for Certified Counselors (NBCC), the Council of Rehabilitation Education (CORE), the Commission of Rehabilitation Counselor Certification (CRCC), and the Chi Sigma Iota (counseling honor society international) accepted a consensus definition of counseling. According to the 20/20: A Vision for the Future of Counseling group, counseling is defined as follows:

This definition contains a number of implicit and explicit points that are important for counselors as well as consumers to realize.

- Counseling deals with wellness, personal growth, career, education, and empowerment concerns. In other words, counselors work in areas that involve a plethora of issues including those that are personal and those that are interpersonal. These areas include concerns related to finding meaning, adjustment, and fulfillment in mental and physical health, and the achievement of goals in such settings as work and school. Counselors are concerned with social justice and advocate for the oppressed and powerless as a part of the process.
- Counseling is conducted with persons individually, in groups, and in families. Clients seen by counselors live and work in a wide variety of settings. Their problems may require short-term or long-term interventions that focus on just one person or with multiple individuals who are related or not related to each other.

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- Counseling is diverse and multicultural. Counselors see clients with varied cultural backgrounds. Those from minority and majority cultures are helped in a variety of ways depending on their needs, which may include addressing larger societal issues, such as discrimination or prejudice.
 - Counseling is a dynamic process. Counselors not only focus on their clients' goals, they help clients accomplish them. This dynamic process comes through using a variety of theories and methods. Thus, counseling involves making choices as well as changes. Counseling is lively and engaging. In most cases, “counseling is a rehearsal for action” either internally with thoughts and feelings or externally with behavior.

A Brief History of Counselling

To understand the *history of counselling*, we begin with the realisation that throughout the years, human beings have found comfort in sharing their problems or telling their story to others. The old saying ‘ a problem shared is a problem halved’ tells us one universal human truth: that when things get difficult or we have to make decisions in our life, sometimes we need someone to listen and ‘hear our story’ so we can get a better idea of our options.

Before 1900 Counseling is a relatively new profession (Aubrey, 1977, 1982). It developed in the late 1890s and early 1900s, and was interdisciplinary from its inception. “Some of the functions of counselors were and are shared by persons in other professions” (Herr & Fabian, 1993,

Before the 1900s, most counseling was in the form of advice or information. In the United States, counseling developed out of a humanitarian concern to improve the lives of those adversely affected by the Industrial Revolution of the mid- to late 1800s (Aubrey, 1983). themselves and others”

1900–1909

Counseling was an infant profession in the early 1900s. During this decade, however, three persons emerged as leaders in counseling's development: Frank Parsons, Jesse B. Davis, and Clifford Beers. Frank Parsons, often called the founder of guidance, focused his work on growth and prevention. His influence was great in his time and it is "Parson's body of work and his efforts to help others [that] lie at the center of the wheel that represents present day counseling". Parsons had a colorful life career in multiple disciplines, being a lawyer, an engineer, a college teacher, and a social worker before ultimately becoming a social reformer and working with youth .

He has been characterized as a broad scholar, a persuasive writer, a tireless activist, and a great intellect . However, he is best known for founding Boston's Vocational Bureau in 1908, a major step in the institutionalization of vocational guidance. At the Bureau, Parsons worked with young people who were in the process of making career decisions. He "envisioned a practice of vocational guidance based on rationality and reason with service, concern for others, cooperation, and social justice among its core values".

1910s

Three events had a profound impact on the development of counseling during the 1910s. The first was the 1913 founding of the National Vocational Guidance Association (NVGA), which was the forerunner of the American Counseling Association. It began publishing a bulletin in 1915 (Goodyear, 1984). In 1921, the National Vocational Guidance Bulletin started regular publication. It evolved in later years to become the National Vocational Guidance Magazine (1924–1933), Occupations: The Vocational Guidance Magazine (1933–1944), Occupations: The Vocational Guidance Journal (1944–1952), Personnel and Guidance Journal (1952–1984), and, finally, the Journal of Counseling and Development (1984 to the present). NVGA was important because it established an association offering guidance literature and united those with an interest in vocational counseling for the first time. Complementing the founding of NVGA was congressional passage of the Smith-Hughes Act of 1917. This legislation provided funding for public schools to support vocational education. World War I was the third important event of the decade. During the war “counseling became more widely recognized as the military began to employ testing and placement practices for great numbers of military personnel” (Hollis, 2000, p. 45). In this process, the Army commissioned the development of numerous psychological instruments, among them the Army Alpha and Army Beta intelligence tests.

1920s

The 1920s were relatively quiet for the developing counseling profession. This was a period of consolidation. Education courses for counselors, which had begun at Harvard University in 1911, almost exclusively emphasized vocational guidance during the 1920s. The dominant influences on the emerging profession were the progressive theories of education and the federal government's use of guidance services with war veterans. A notable event was the certification of counselors in Boston and New York in the mid-1920s. Another turning point was the development of the first standards for the preparation and evaluation of occupational materials. Along with these standards came the publication of new psychological instruments such as Edward Strong's Strong Vocational Interest Inventory (SVII) in 1927. The publication of this instrument set the stage for future directions for assessment in counseling (Strong, 1943). A final noteworthy event was Abraham and Hannah Stone's 1929 establishment of the first marriage and family counseling center in New York City. This center was followed by others across the nation, marking the beginning of the specialty of marriage and family counseling. Throughout the decade, the guidance movement gained acceptance within American society. At the same time, the movement's narrow emphasis on vocational interests began to be challenged. Counselors were broadening their focus to include issues of personality and development, such as those that concerned the family.

1930s

The 1930s were not as quiet as the 1920s, in part because the Great Depression influenced researchers and practitioners, especially in university and vocational settings, to emphasize helping strategies and counseling methods that related to employment. A highlight of the decade was the development of the first theory of counseling, which was formulated by E. G. Williamson and his colleagues (including John Darley and Donald Paterson) at the University of Minnesota. Williamson modified Parsons's theory and used it to work with students and the unemployed. His emphasis on a direct, counselor-centered approach came to be known by several names—for example, as the Minnesota point of view and trait-factor counseling. His pragmatic approach emphasized the counselor's teaching, mentoring, and influencing skills (Williamson, 1939).

During the 1930s the U.S. government became more involved in guidance and counseling. For example, in 1938 Congress passed the George-Dean Act that created the Vocational Education Division of the U.S. Office of Education and an Occupational Information and Guidance Service. Evolving from this measure was the creation of state supervisors of guidance positions in state departments of education throughout the nation. Thus, school counseling, still known as guidance in the 1930s, became more of a national phenomenon.

1940s

Three major events in the 1940s radically shaped the practice of counseling: the theory of Carl Rogers, World War II, and government's involvement in counseling after the war. Carl Rogers rose to prominence in 1942 with the publication of his book *Counseling and Psychotherapy*, which challenged the counselor-centered approach of Williamson as well as major tenets of Freudian psychoanalysis. Rogers emphasized the importance of the client, espousing a nondirective approach to counseling. His ideas were both widely accepted and harshly criticized. Rogers advocated giving clients responsibility for their own growth. He thought that if clients had an opportunity to be accepted and listened to, then they would begin to know themselves better and become more congruent. He described the role of the professional helper as being nonjudgmental and accepting. Thus, the helper served as a mirror, reflecting the verbal and emotional manifestations of the client.

With the advent of World War II, the U.S. government needed counselors and psychologists to help select and train specialists for the military and industry. The war also brought about a new way of looking at vocations for men and women. Many women worked outside the home during the war, exemplified by such personalities as Rosie the Riveter. Women's contributions to work and the well-being of the United States during the crisis of war made a lasting impact.

1950s

“If one decade in history had to be singled out for the most profound impact on counselors, it would be the 1950s” (Aubrey, 1977, p. 292). Indeed, the decade produced at least five major events that dramatically changed the history of counseling:

1. The establishment of the American Personnel and Guidance Association (APGA);
2. The charting of the American School Counselor Association (ASCA);
3. The establishment of Division 17 (Society of Counseling Psychology) within the American Psychological Association (APA);
4. The passage of the National Defense Education Act (NDEA); and
5. The introduction of new guidance and counseling theories.

1970s

The 1970s saw the emergence of several trends that were influenced by actions apart from and within counseling circles. New initiatives related to diversity such as working with women, minorities, and people with disabilities were initiated.

Diversification in Counseling Settings.

The rapid growth of counseling outside educational institutions began in the 1970s when mental health centers and community agencies began to employ counselors. This hiring occurred for several reasons including the passage of new federal legislation, which opened up human services activities more to girls and women, minorities, and persons with disabilities. Specifically, Title IX of the Education Amendments came online, along with affirmative action laws, and antidiscrimination legislation against people with disabilities

Helping Skills Programs.

The 1970s saw the development of helping skills programs that concentrated on relationship and communication skills. Begun by Truax and Carkhuff (1967) and Ivey (1971), these programs taught basic counseling skills to professionals and nonprofessionals alike. The emphasis was humanistic and eclectic. It was assumed that certain fundamental skills should be mastered to establish satisfactory personal interaction.

1980s

The 1980s saw the continued growth of counseling as a profession, exemplified by proactive initiatives from counselors associated with APGA and Division 17. Among the most noteworthy events of the decade were those that standardized the training and certification of counselors, recognized counseling as a distinct profession, increased the diversification of counselor specialties, and emphasized human growth and development.

Standardization of Training and Certification. The move toward standardized training and certification was one that began early in the decade and grew stronger yearly.

Counseling as a Distinct Profession. The evolution of counseling in the 1980s as a distinct helping profession came as a result of events, issues, and forces, both inside and outside APGA .

More Diversification of Counseling. During the 1980s, counselors became more diversified. Large numbers of counselors continued to be employed in primary and secondary schools and in higher education in a variety of student personnel services.

1990s

The 1990s continued to see changes in the evolution of the counseling profession, some of them symbolic and others structural. One change that was significant was the 1992 decision by the AACCD to modify its name and become the American Counseling Association (ACA). The new name better reflected the membership and mission of the organization.

Counseling, as a primary mental health profession

Multicultural counseling competencies and standards

Increase in managed health care organizations.

Current Trends in the Twenty-First Century

In 2002, counseling formally celebrated its 50th anniversary as a profession under the umbrella of the ACA. However, within the celebration was a realization that counseling is ever changing and that emphases of certain topics, issues, and concerns at the beginning of the 21st century would most likely change with the needs of clients and society. The changing roles of men and women, innovations in media and technology, poverty, homelessness, trauma, loneliness, and aging, among other topics, captured counseling's attention as the new century began. Among the most pressing topics were dealing with violence, trauma, and crises; managed care; wellness; social justice; technology; leadership; and identity.