

Middlesex University Research Repository:

an open access repository of Middlesex University research

http://eprints.mdx.ac.uk

Claringbull, Norman, 2006.

The Fourth Wave in Workplace Counselling
Available from Middlesex University's Research Repository.

Copyright:

Middlesex University Research Repository makes the University's research available electronically.

Copyright and moral rights to this thesis/research project are retained by the author and/or other copyright owners. The work is supplied on the understanding that any use for commercial gain is strictly forbidden. A copy may be downloaded for personal, non-commercial, research or study without prior permission and without charge. Any use of the thesis/research project for private study or research must be properly acknowledged with reference to the work's full bibliographic details.

This thesis/research project may not be reproduced in any format or medium, or extensive quotations taken from it, or its content changed in any way, without first obtaining permission in writing from the copyright holder(s).

If you believe that any material held in the repository infringes copyright law, please contact the Repository Team at Middlesex University via the following email address: eprints@mdx.ac.uk

The item will be removed from the repository while any claim is being investigated.





DOCTORATE in PSYCHOTHERAPY (PROFESSIONAL STUDIES)

DOCTORAL PROJECT

THE FOURTH WAVE IN WORKPLACE COUNSELLING

-towards the understanding and the development of the professional specialisation of workplace counselling

CONTENTS

	<u>Page</u>
ACKNOWLEDGMENTS	1
PREFACE	2
ABSTRACT	3
PART 1 – A Tale of Tales	5
Chanter 4. An exemieur of this Project	6
Chapter 1 – An overview of this Project Chapter 2 – Methodology	20
Chapter 3 – Ethical considerations	29
PART 2 – An Explorer's Tale - the research	34
Chapter 4 – Introducing the research	35
Chapter 5 – Investigation Phase 1: an informal workshop	43
Chapter 6 – Investigation Phase 2: a journal article	47
Chapter 7 – Investigation Phase 3: a pilot study	51
Chapter 8 – Investigation Phase 4: the main enquiry	60 76
Chapter 9 – Stakeholder inputs Chapter 10 – Towards remodelling workplace counselling	82
PART 3 – An Academic's Tale – the philosophy and Construction of a new MSc in Workplace Counselling	94
Preface to Part 3	95
Chapter 11 – The philosophical rationale underpinning the new MSc	97
Chapter 12 – Planning the new MSc programme	119
Chapter 13 – Constructing the new MSc programme	124
PART 4 – A Concluding Tale	131
Chapter 14 – Critical reflection	132
ANNEXE 1 – MSc Programme Units	147
ANNEXE 2 – Book synopsis	188
BIBLIOGRAPHY	206

LIST OF ILLUSTRATIONS AND TABLES

	<u>Page</u>
Figure 1: Doctoral Project – Overall Plan	7
Figure 2: Linking the 4 Research Phases	8
Figure 3: The Research Action Plan	42
Figure 4: Road Map of Investigation Phase 4	63
Figure 5: Investigation Phase 4 - Results Histogram	71
Figure 6: The Case Manager Centred Model	77
Figure 7: The Orbits Model	80
Figure 8: Basic Workplace Counselling Model	85
Figure 9: 3 Participants Model	85
Figure 10: 4 Participants Model	86
Figure 11: 3 Cornered Contract	87
Figure 12: Multi-cornered Contact	87
Figure 13: The Alliance Continuum	88
Figure 14: A Complex Workplace Counselling Model	89
Figure 15: 4 Dimensions of a Workplace Counselling	91
Figure 16: 4 Gateways Paradigm	91
Figure 17: The Multi-Skilled Model	93
Figure 18: Criticality Dimensions	108
Figure 19: Towards Critical Being	115
Figure 20: Critical Being and Professionalism	116
Figure 21: Criticality Flow Chart	118
Figure 22: Map of the MSc Programme	130
Table A: Project Structure	6
Table B: Workplace Counselling Service Examples	56
Table C: Investigation Phase 4 Findings	73
Table D: MSc Programme Structure	75
Table E: Criticality Table	109
Table F: Combining Critique with Intellectual Resources	114
Table G: Critical Being Matrix	122
Table H: Overall Learning Matrix	123
Table J: Year 1 Learning Matrix	127
Table K: Year 2 Learning Matrix	128
Table L: Potential Areas for Future Enquiry	145
ANNEYE 4	
ANNEXE 1	
Figure 23: Therapy Orientation Continuum	156
Figure 24: Influences on the Workplace Counsellor	160
Figure 25: Corporate Culture Characteristics	171
Table M: Approaches to Workplace Counselling	156

<u>NOTE:</u> A separately published Addendum Volume contains the Appendices and the Interview Transcripts

ACKNOWLEDGEMENTS

Amongst those without whose help this Project would not have been completed, (and almost certainly not even begun), are:

Professor Derek Portwood, whose patience, support and ability to rescue me at some of my darkest moments never failed.

Dr Michael Walton, who battled on against my tendency to take too many shortcuts and who encouraged me to take the longer view and so attempt to produce what I hope will be seen as a more solidly based piece of work.

Kate Maguire and Mandy Kersey at Metanoia, whose organisation and administration of the Professional Studies Doctoral Programme never faltered.

My colleagues at the University of Southampton School of Social Sciences, whose support was vital in converting my personal intellectual investigations into the academic reality of a validated MSc Programme in Workplace Counselling. In particular: Chris Warren-Adamson, (Head of Professional Studies MSc Programmes); Jackie Powell, (Social Work Studies Divisional Head); Gordon Causer, (Head of Education).

All those in the wider world of Employee Assistance Counselling whose support and generous provision of their time and inputs was vital to the success of this Project

PREFACE

It seems that counselling in the UK is at a crossroads in terms of its professional and academic development, (Aldridge 2006; Aldridge & Pollard 2005; Draper 2006). This is illustrated by the intense debate about the future of the talking therapies, (House 2005; Layard 2005; Main 2006), and the passionate debate about propriety of the Government's intention to make Counselling a Regulated Profession by 2008, (Aldridge 2004; Boutle 2006; Jones 2006; Rogers 2005). I wish to contribute to these debates and, as I have been a practising workplace counsellor for the last 10 years, it is from that position that I feel best able to add my voice to the overall discourse. Therefore, my purpose in pursuing these investigations has been to critically and reflectively examine my thinking about workplace counselling's future and to offer my resultant proposals for its advancement and development to rigorous academic scrutiny.

However, the whole of my investigations is much more than the sum of the 4 Phases of my research that are reported later in these pages. This is because writing up this Doctoral Project has also been a learning/research process in its own right. I am not just an impartial workplace counselling researcher; I too have a workplace, (academia), and I too am influenced by interactions within my academic workshop. Therefore, I am a researcher who is inevitably a part of the research and one who is a research contributor as well as being a research observer. This means that my learning and knowledge generation from this Project has necessarily included some personal developmental processes and so the tale of this Project must include, at least in part, some extracts from my own stories as a workplace counselling researcher, as an emerging workplace-counsellor educator and my story about the theoretical conclusions and practical constructs that my enquiry outcomes have enabled me to propose. However, it is arguable that researchers must take responsibility for their own work, (Steier 1991), and so, as I am claiming personal responsibility for this work, then I must also be courageous enough to risk presenting it in the way that I believe will best communicate both my meaning and my learning. Therefore, I have chosen an overall methodological approach, (action-research expressed in a narrative format), that lets me tell my story in my own way. In so doing I have to acknowledge that some might my see my approach and my style of writing as breaking with academic convention. The risk that I must of course accept, is that my storytelling, (narrative), mode might prevent some listeners from hearing me, (c.f. Bredburg 1997).

ABSTRACT

This Project addresses the future of Workplace Counselling and concludes that there might be benefits if Workplace Counselling were to become an established Professional Specialism or "a sophisticated activity", (Lees 2004), one with its own professional discourse and its own professional knowledge and skills-base. Investigations were undertaken to discover if such a proposal might be acceptable within the general workplace counselling community as defined by the Employee Assistance Programme Provider, (EAPs). Enquiries were also undertaken into ways that such a specialisation might be achieved and these investigations have led to the suggestions offered in this Project Report about possible ways to educate and train the putative Specialist Workplace Counselling Practitioners that developing such a proposed new professional specialism might generate.

There are 2 main strands to these enquiries:

Strand 1): A series of investigations into

- i) The professional developmental potential for workplace counsellors
- ii) The possibility that promoting workplace counselling as a new specialism might be a way forward that is acceptable to those likely to employ such practitioners, (e.g. the Employee Assistance Providers)
- iii) The sorts of specialist training that might be valued by the workplace counselling community
- iv) New ways of modelling workplace counselling, including approaches that might sometimes place the psychological welfare of the organisation before that of the individual worker

<u>Strand 2)</u>: An investigation into the academic requirements of Higher Education when offering specialist, postgraduate, workplace counselling training provisions. This has included an enquiry into the nature of knowledge from the perspective of

the Learning Professional generally, (Gibbons et 1994; Scott, Brown, Lunt and Thorne 2004), and the Workplace Counselling Specialist in particular. The importance of reflexivity and criticality, (Barnett 1997; Eraut 1994; Merriam 2001; Sachs 2000; Schon 1987), in any disciplinary discourse are discussed and ways of inculcating these qualities into the education of workplace counsellors are considered. The conclusion reached is that the Learning Professional's discourse, although anchored in an original discipline, (in this case that of the Workplace Counsellor), is also transdisciplinary in that innovative, discipline-free, solutions may well be sought to resolve professionally unboundaried issues that will often require interdisciplinary, multiple-aspect, investigations.

These enquiries are summarised in the form of two specific outcomes:

- a) A designed and validated Workplace Counselling Postgraduate Programme, culminating in an MSc award that will begin in October 2006. This Programme is built on an evaluation of the theoretical foundations underpinning knowledge-gain in most disciplinary discourses at postgraduate learning levels generally, which are then related and equated to similar constructs underpinning the proposed postgraduate education of the workplace counselling specialist. In this Postgraduate Programme, the student will not be trained in isolation from other disciplines but will sometimes be learning alongside students from parallel disciplines within the university's School of Social Sciences.
- b) Proposals for some new ways of modelling workplace counselling theory

The whole of these enquiries and the resultant discussion has been set out in a book proposal: "The Workplace Counsellor – a Professional Specialist" that is currently being considered by various publishers. The style of this book is intended to be "user friendly" in order to appeal to the interested layman whilst at the same time retaining its academic rigour so as to provide a useful textbook for the professional counsellor.

PART 1

A TALE OF TALES

CHAPTER 1 - An overview of this Project

[1.1] THE STRUCTURE

The Main Volume of this Doctoral Project Report is set out in 4 Parts. There is also an Addendum Volume containing the Appendices and Interview Transcripts. Each of the 4 Parts informs the understanding of the other 3 and each has its own focus. The contents of each Part are shown in Table 'A' following and their inter-relationships in Figure 1 overleaf:

Table A
Project Structure

<u>Part 1 - A Tale of Tales</u>: sets out the overall story this Project and provides the general academic underpinning for Parts 2-4.

<u>Part 2 – An Explorer's Tale</u> tells the story of a series of investigations into workplace counselling, as defined by the practices of the Employee Assistance Programme Providers, (EAPs), that have offered support for the emergent proposal that the provision of a new, postgraduate, higher education, training programme would be a useful contribution towards the professional specialisation of a new generation of Workplace Counselling Practitioners. Part 2 also discusses some new thinking about ways to model workplace counselling.

<u>Part 3 – An Academic's Tale</u> evaluates how developing such a specialism might be achieved and then tells the story of how such a postgraduate programme was designed and validated within the context of a major UK university.

<u>Part 4 - A Concluding Tale</u> is a reflective overview of what has been achieved and tells the integral story of how this has both involved and affected me as the researcher. At the end of Part 4 there are two Annexes containing, (i) a more detailed description of the MSc Programme and (ii) one sample chapter from a book, which will be prepared for publication as part of my post-doctoral activity.

Figure 1



Chapter 1: Overview of this Project

Chapter 2: Methodology

Chapter 3: Ethical considerations

Doctoral Project - Overall Plan



A Tale of Tales



An Explorer's Tale - the research

Chapter 4: Introducing the research

Chapter 5: Informal Workshop

Chapter 6: Journal Article

Chapter 7: Pilot Study

Chapter 8: Main Enquiry

Chapter 9: Stakeholder inputs

Chapter 10: Remodelling WP Cns'lling



A Concluding Tale

Chapter 14: Critical reflection

Annexe 1: Detailing out the new MSc programme

Annexe 2: Book synopsis and sample chapters



An Academic's Tale

The philosophy and construction of a new MSc in Workplace Counselling Preface

Chapter 11: The philosophic rationale

Chapter 12: Planning the new MSc

Chapter 13: Constructing the new MSc





[1.2] INTRODUCING THE 4 PARTS OF THIS VOLUME

PART 1: A Tale of Tales

The Tale of Tales introduces the Project and offers a summary of the other 3 Parts. It considers the underlying purpose behind these enquiries and provides an academic rationale for them. Part 1 also examines the methodological and ethical criteria that underpin and power this Doctoral Project and discusses my emerging personal interpretations of the overall influences of these issues on this Project and its outcomes.

PART 2: An Explorer's Tale – the research

Overview

The Explorer's Tale is the story of four separate, but linked, investigations that were undertaken in a spirit of "... respectful, egalitarian enquiry", (Hoshmand & O'Byrne 1996: p2). A further undifferentiated, but implicit, research enquiry was carried out as part of the process of writing this Project Report. The writing process, in a similar way to carrying out the four main investigations was, and as I write this section of my report still is, iterative and critically reflective. In effect, I have been researching into my own research.

Figure 2 Linking the 4 Research Phases Linking Activities Phase 1 Generate Informal Phase 2 **questions** Workshop Journal Article "WP "Specialisation of Counselling's WP Practice"? Future"? Thinking about WP Counselling as a Specialisation Phase 3 Phase 4 **Pilot Study** Main study "4th Wave in WP Thinking about "Making a Counselling"? WP Counsellor difference to WP training Counsellor needs Training"

Phase 1- An Informal Workshop

COMMENTED ON IN DETAIL IN PART 2, PAGES 43-46, OF THIS PROJECT REPORT

This Investigation takes the form of a report of the findings of an impromptu workshop that I led at the Association for Counselling at Work's Annual Conference, (2003). Its purpose was to review the then current abilities of workplace counsellors and to consider how to promote the future development both of workplace counselling and its practitioners. The participants devised the following list of questions that they felt needed further exploration:

- ✓ Could workplace counselling, at least in theory, become a professional specialisation?
- ✓ How could the EAPs contribute to the likely future changes within
 counselling generally and in workplace counselling in particular?
- ✓ How could the EAP Agencies be one of the drivers in the emerging change processes and not simply passive recipients?
- ✓ Is there much more that counsellors could offer organisations and their employees than is presently the case?
- ✓ Are the needs of the employer sometimes equal to those of the worker?
- ✓ Could counselling methodology be a useful management tool?
- ✓ Could suitable training help workplace counsellors to become more business aware?

Having identified these questions, my attempts to enquire into them and to suggest some possible responses formed the basis of the next 3 Phases of my enquiries

Phase 2 - A Journal Article

COMMENTED ON IN DETAIL IN PART 2, PAGES 47-50 OF THIS PROJECT REPORT

This Investigation took the form of reflectively writing a journal article that argued that the current development of workplace counselling could be considered as having evolved in a series of 3 waves. It is my suggestion that these are:

<u>The First Wave</u>, (Historical), that emerged mainly in the form of the early 20th century's emphasis on industrial welfarism and social work provision, (Oberer & Lee 1986)

The Second Wave, (Employee Therapy), which in the later half of the 20th century brought personal counselling into the workplace, (Carrol 1996; Sonnenstuhl & Trice 1996; Swanson & Murphy 1991)

The Third Wave, (Breaking the Boundaries), which included considering organisational psychological health in parallel with the emotional needs of the employee, (Deverall 1997; Walton 1997a; Walton 1997b)

In this article I also proposed the creation of a <u>Fourth Wave</u>, the Workplace Counselling Specialist-Practitioner Wave, which included establishing workplace practice as a counselling specialism with its own knowledge base and its own professional standards. This article finished with some speculation about how this specialisation might be achieved

Phase 3 - A Pilot Study

COMMENTED ON IN DETAIL IN PART 2, PAGES 51-59 OF THIS PROJECT REPORT

This Study's main significance lay in its usefulness in informing the design of the Main Inquiry. The particular findings that emerged from the Phase 3 investigation were:

- 1) EAP Agencies, (and their organisational customers) want counsellors who: -
 - ✓ Provide Added Value to the workplace counselling process.
 - ✓ Are business aware
 - ✓ Understand the use of counselling methodology as a management tool.
 - ✓ See the needs of the employer and the worker as equally important.
 - ✓ Understand organisations, their dynamics and their cultural structures
 - ✓ Offer a wide range of psychotherapeutic and psychological services
- It appears that the currently available workplace counsellor training provision within the UK is very limited and may not yet be sufficiently structured to adequately meet the demands listed above.

This Pilot Study established that providing specialist postgraduate training for workplace counsellors might be a useful contribution towards their professionalisation. The next stage in these Enquiries, (Phase 4), enquired into how this might be achieved and how such professional training might be provided.

Phase 4 - The Main Enquiry

COMMENTED ON IN DETAIL IN PART 2, PAGES 60-75 OF THIS PROJECT REPORT

This Investigation gave me grounds for arguing that: -

- 1) EAP Providers, (stakeholders), want workplace counsellor/practitioners who:
 - a) Have quality-assured, post-accreditation, training in Workplace Counselling.
 - b) Have the proven specialist knowledge, combining the relevant interpersonal skills and the organisational knowledge necessary, to deliver consultancy and advisory interventions targeted at promoting psychologically and emotionally healthy workplaces.
- EAP Providers view the education/training of Workplace Counsellors as being a Postgraduate Level Activity
- 3) EAP Providers would value Workplace Counsellor Postgraduate Training Programmes if they had some ownership of their design and delivery
- 4) Significant, but resolvable, strains arise between the world of academia and the world of work over competing needs when designing Postgraduate Workplace Counselling Courses.
- 5) That developing some new Stakeholders Workplace Counselling Models could be useful. Some thoughts on this process are included in Chapters 9 & 10 of this Volume.

Part 2 - Summarised

The overall thrust of Investigation Phases 1-4 was to support the suggestion that the EAPs would welcome the emergence of workplace counselling specialists with recognisable postgraduate levels of professional training. These investigations were also used to test out my emerging ideas of what such a postgraduate training programme should include. Part of this enquiry involved obtaining the views of the likely EAP stakeholders on the style, content and delivery of such a higher-education, bench-marked, specialist counsellor training and qualification programme as it evolved during my enquiries, (see Part 3).

PART 3: An Academic's Tale

A central outcome of the Investigations reported in Part 2 was the support that was found for developing workplace counsellor training as a postgraduate higher-education function. Part 3 explains how one such way of achieving this aim, that of providing a new MSc in Workplace Counselling, was conceived and validated.

Chapter 11 considers the philosophy and academic rationale that is the necessary, indeed vital, underpinning of a new, higher-educational, postgraduate, product. This Chapter enquires into the production of new knowledge in its various modes, (Gibbons et al 1994; Scott, Lunt et al 2004), and the nature of professional knowledge, (Eraut 1994). It also examines the importance of criticality, (Barnett 1994 & 1997), in the lifelong, learning-based, continuing personal development of members of professional disciplines in general and professional counselling specialists in particular. These considerations lead to an examination of the notion that the ongoing learning-professional ideally attains a state of Critical Being that generates a transformatory level of critique such that potentially it might enable reconstruction of the enquirer's internal and external worlds, (Barnett 1997)

Chapter 12 describes how, when the philosophical and educational concepts identified in Chapter 11 were melded with the Quality Assurance demands of higher education, it becomes possible to devise the postgraduate programme Overall Learning Matrix that is shown on page 123, Table H. This Matrix was used to test if the proposed contents of the new Workplace Counselling MSc were appropriate as they started to emerge during the programme planning stage, (see Annexe 1 in this Volume).

PART 4: A Concluding Tale

This is a reflective account of the interaction between me, the researcher/author, with the investigations, the findings, the speculations and the action-research derived products that are the outcomes of my work on this Doctoral project. Its purpose is to help me to "... think through the [my] researchers world", (Kincheloe & McLaren 200: pp 279-313), to grapple with my stories in relation to my research dynamics, (Carson & Sumara, 1997; Denzin 1994), and to consider potential future enquiries and developments. My action research based approach seems to have put me, my participants, and my research environment all into one learning melting pot and so interpretation is necessary to give my work meaning, (Gubrium & Holstein 2000). This is necessarily a personally reflexive process, (Denzin & Lincoln 2000), and so will generate localised meaning, (Lincoln & Guba 1985), for my world, the world of the EAPs and for my readers; a meaning that is essentially the product of my constructivist approach to my storytelling, (Charmaz 2000).

PART 4 - Annexes 1 & 2:

There were two action outcomes from this Doctoral Project. The first was the new MSc Programme described in Part 3, which is also further described in Annexe 1. The second was the drafting of a book, which sets out my general ideas about the future of workplace counselling. One sample chapter has been included in Annexe 2. These two Annexes will be found at the end of this volume, pp 144-202.

[1.3] THE UNDERLYING PURPOSE

This is an investigation into ways of contributing to the future development of Workplace Counselling. In particular, it examines the potential for Workplace Counselling Practice to achieve professional and academic recognition as a Counselling Specialism in its own right. An examination of the underlying philosophical and educational principles that could underpin the design of postgraduate training programmes for a putative new generation of Workplace Counselling Specialists is also undertaken.

As this is a Professional Doctoral Project, like doctoral projects generally, it is concerned with the production of knowledge, (Bone, Portwood, Lunt et al 2002). This foundation principle is reinforced by the Doctoral Level Descriptors published by the Qualifications Assurance Agency, (2000 & 2001) amongst which, for example, is a demand for "...a"

significant and original contribution to a specialised field of enquiry". Such a concept is further supported and expanded by Eastwood, (2002), who notes that Professional Doctorates are "... reserved for programmes where students have made a significant contribution to the enhancement of an occupational or professional area..." This is precisely what this Project seeks to achieve as it enquires into new ways of contributing towards increasing the knowledge-base and the professional standing of Workplace Counselling Practitioners.

[1.4] ACADEMIC RATIONALE

Professional Doctorates are centred on purposeful study and the concomitant need to combine learning with practice, (Lunt 2002), both of which lay at the core of the Middlesex Doctoral Programme with its particular emphasis on Praxis, (Portwood 2005). Therefore, this Doctoral Project addresses the production, analysis and application of new knowledge and some suggested actions that have emerged from a research-based examination of some of the boundaries between the general world of work, professional psychotherapeutic practice and the demands of higher education.

Throughout this Project, the world of work is considered to be the place in which interpersonal and intrapersonal psychological insights are applied to organisations and their employees. Professional psychotherapeutic practice is viewed as being the skills-based activities of the workplace counsellors, (or psychotherapists), who might offer such psychological insights. The demands of higher education are examined from the viewpoint of the decision making processes involved in constructing and validating an appropriate, new, higher-education training programme; one that promotes new ways of training workplace counselling practitioners. Because this is a Professional Doctorate it success will, in part, be measured in terms of its learning outcomes, (Bone, Lunt, Portwood, et al 2002), and in this Project, these outcomes will be seen to include practical, service-based, professional products, (a validated MSc programme and a book proposal), as well as being contributions to the professional knowledge base of today's workplace counsellors.

This Project investigates and examines new professional knowledge gained both <u>through</u> and <u>for</u> work. As such knowledge is often transdisciplinary, (Garnett, Portwood & Costley 2004), the focus of this Project will be seen to conform with the concept, discussed later in

these pages, that developing new professional knowledge is a process that entails ongoing attention to the criticality and the transdisciplinary/discipline-free problem solving activities, (Barnett 1997), that can be a vital part of the process of being a life-long Learning Professional, (Eraut 1994). By its very nature, work-based learning will often have many more drivers than might normally be found in a single discipline, (Raelin 2000). This is because such knowledge comes from attempts to find solutions to problems that commonly have un-boundaried imperatives. Therefore work-based learning is necessarily interdisciplinary even when led by a major discipline area, (Portwood 1996). It is the development of suggested interdisciplinary and transformatory solutions to a specific area of enquiry, that of considering the possible evolution of a new counselling and/or psychotherapy specialist, (the Workplace Counselling Specialist Practitioner), that forms the debate that permeates all 4 Parts of this doctoral submission.

[1.5] OVERALL BACKGROUND

There is ample evidence that workplace counselling is a growth industry. By the end of the last century, workplace counselling's UK provision had grown such that up to 75% of medium and large organisations made some sort of counselling available to their staff, (Carroll & Walton 1997, Oher 1999). Workplace counselling's apparently continuing inexorable rise in the UK was charted by Coles, (2003), and there is good reason to believe that this explosion in workplace counselling provision is a worldwide phenomenon, (Australian Bureau of Statistics 2003; EAPA International Chapter List 2005)

Historically, it appears that the roots of modern workplace counselling provision lie in the workplace welfare schemes that began to emerge in the early years of the 20th century, (Coles 2003, Grange 2005; Teherani 1997). Originally a mainly in-house activity, (Blum et al 1992), in recent years workplace counselling's growth has been exponential, (Hopkins 2005). Although workplace counselling is often unacknowledged by the counselling community generally as being proper, mainstream, counselling, (Kinder 2005), in fact its prevalence is such that as Reddy, (1993; pp 47-50), argues "... the centre of gravity of the counselling universe is moving inexorably to the workplace".

This growth in workplace counselling provision has occurred in parallel with the rise of the externally provided, or outsourced, psychological services supplied by the Employee

Assistance Programme Providers or EAPs, (Grange 2005, Hopkins 2005). This EAP expansion seems to have occurred in parallel with a world-wide trend towards globalising the EAPs, (Buon, 2004), a trend which seems to be a part of the general movement amongst employers to outsource their non-core activities. In other words as Peters & Waterman (1988; p278) put it "... do what you do best and outsource the rest". However, the EAPs currently seek to offer more than psychotherapeutic assistance to troubled workers, (Grange 2005), as they also offer a wide range of psychological interventions, (management consultancy, coaching, mentoring, training, awareness programmes etc.), as part of an extensive package of overall Human Relations provisions, (Carroll 2002).

There are a number of possible explanations of why workplace-counselling provision is becoming so widespread, particularly in circumstances where it is seen as being helpful to troubled employees. It may be that the explanation is a simplistic one, and that for whatever reason both employers and their employees find workplace counselling to be generally advantageous, (Oher 1999). In other words, they do it because it appears to work to the personal benefit of the employees and seems to provide organisational benefits to the employers, (Mcleod 2001). However, apparent benefits in one-off areas of employee or organisational well-being might only partly explain the proliferation of workplace counselling. An additional explanation might be the somewhat worldly view that employers who introduce counselling services are simply trying to protect themselves against the ever increasing levels of damages claims from allegedly psychologically injured employees, (e.g. Hughes & Jenkins 2003, Kinder 2003a).

At a basic level, workplace counselling might merely be a brief-intervention form of the standard counselling processes which, as many commentators, (Lambert & Ogles 2004; Shapiro et al 1994; Shapiro & Shapiro 1982 amongst others), have shown are often helpful to the general population. On a deeper level, workplace counselling might have its own distinguishing features. For example, the workplace counsellor might bring into play specific, workplace-sensitised, knowledge and skills that are of particular benefit to the workplace-based client, (Feltham 1997; Summerfield & van Oudtshoorn 2000). At an even deeper level, workplace counselling is often seen as being beneficial to the employing organisation as well as to the individual employee, (Orlans 2003). The cost benefits of a psychologically healthy workplace are well established, (Goldberg & Steury 2001), and there is strong evidence to suggest that the quality of interpersonal relationships is a key

factor affecting organisational performance, (Nuttall 2003). It seems that workplace counselling may well be helpful in managing the psychological stresses and dysfunctions that result from the ever-present drive for change in modern employment practice, (Wainright and Calnan 2002).

[1.6] THE GENESIS OF THIS DOCTORAL PROJECT

Specific to this Project is a series of investigations into some of the current debate in workplace counselling and its possible future developments. For a number of years psychotherapy practitioners and theorists, (Claringbull 2003 & 2004; Cullup 2005; Jamieson 2004; Orlans 2003; Reddy 1987), have been wondering about the perceived and the potential status of workplace counselling and its practitioners in the UK.

These concerns were crystallised very succinctly by Kinder, (2005, p22), when he asked if workplace counselling is psychotherapy's "... poor relation?" By this he means that he too is wondering if workplace counselling and its practitioners are sufficiently understood and respected within the general worlds of either counselling or work. As well as considering workplace counselling's current status, other investigators, (Carroll 2002; Grange 2005; Ryan 1998; Wright 2001 amongst others), have also speculated about its future status and have discussed the modern workplace counsellor's potential to deliver a much wider range of organisational psychological interventions than has hitherto generally been the case.

When considered reflectively, it seems to me that these apparently straightforward questions are actually only the surface manifestations of some extremely complex issues and these in turn encompass a dauntingly wide range of potential areas of enquiry and speculation. For example, Carroll & Walton, (1997), identified over 20 workplace counselling related topics that they viewed as being worthy of consideration. Cooper, (2004), suggested that the Enterprise Culture of the 1980's/90's has, and will, generate evermore numerous, and evermore complex, sources of psychological dysfunction for organisations and their workers. Therefore, it is likely that workplace counsellors will be facing increasingly complex and widening ranges of theoretical and practice issues that might benefit from therapy-based interventions. Some possible ways in which workplace practitioners might respond to the challenges are discussed throughout this Report.

[1.7] SOME QUESTIONS

If workplace counselling is indeed beneficial, and there is a considerable body of evidence to suggest that it is, (McLeod 2001; Millar 2002; Wainwright & Calnan 2002 amongst others), then it becomes important to consider under what circumstances, and by whom, this mode of psychological intervention is best delivered? How can we maximise the effectiveness of workplace counselling? A further legitimate, and as yet unanswered question, is to ask just who should be providing workplace counselling? Are experts needed and if so what sorts of experts might be required? If experts are needed, then the next question is to ask just how should we educate trainee workplace practitioners to carry out their specialist tasks? My own answer to these questions, (Claringbull 2004), is that we might be able to solve the "Who" question by creating a new breed of counsellor, the Workplace Counselling Specialist. Further in this Project Report, I give my own answer to the "How" question by arguing in favour of developing a specialist postgraduate training for this new proposed class of counselling professionals.

In addition to the many, as yet unanswered, questions about the status and professional abilities of workplace counsellors, (Carroll 2002; Claringbull 2004), there are also questions to be asked about the efficacy of their practice. McLeod's (2001) meta-analysis of the research suggests that workplace counselling actually is of personal and organisational value. Is this indeed the case?

According to McLeod, workers felt emotionally stronger and organisations prospered as a result of appropriate workplace counselling interventions. However, an alternative view on the alleged efficacy of workplace counselling comes from Henderson's, (2003), argument that McLeod's analysis is methodologically flawed as he did not report any negative outcome studies and this allegedly casts doubt on its validity. Henderson also claims that McLeod offers no evidence that workplace counselling per se was the curative agent in any worker's emotional health improvements. However, Lambert & Ogles, (2004), in what I would argue is probably the most exhaustive meta-study to date of the efficacy and effectiveness of psychotherapy, found extensive support for the benefits of psychological therapy for the general population. Therefore, when McLeod's findings are coupled with those of Lambert & Ogles, it becomes possible to agree with Mayor, (2001), that workplace counselling is indeed a potentially beneficial psychological intervention for troubled workers and that sometimes it might actually be the main curative agent.

[1.8] DEFINITIONS

It is possible to deliver workplace counselling in a number of ways including Internal/External Services; EAPs; Consultancy; Private Practice; Face-to-face; Telephonebased; Internet-based; Conference Calls and so on, (Colon 1996; Cutter, 1996; Grange 2005; Wright 2001). Therefore, in order to make this Project's investigations more manageable. I have deliberately limited my enquiries into workplace counselling as being that practice as it is seen from the perspective of the EAPs and as delivered via a face-toface modality. By so defining and constraining my research parameters, a controlling process which McLeod, (1994), calls "operationalising", I have reduced the range of workplace counselling service types considered throughout this Project to being primarily those which are currently provided by the EAPs or their affiliate counsellors. However, given that the client population serviced by the main UK out-sourced EAPs is over 6.5 million workers and their dependents. (Beer 2003; Claringbull 2003), and given that the major UK in-house services are being driven by internal market forces to position themselves as if they too were commercially-based EAP services, (Fisher 2005), then my operational constraint does not debar me from suggesting that my findings might apply to the general world of workplace counselling and not just to a limited EAP sector.

Another question that needs to be operationalised in order to make it manageable is to ask just what is meant by the term "workplace counselling". Many theorists have considered this question. For example Orlans, (2003), suggests that the definition is context dependent, (if it is counselling carried out at work then it is workplace counselling), whereas Wolfe, (2003), considers workplace counselling to be a form of psychological staff support. However, given McLeod's eminence in the field of workplace counselling research, it is his definition, (McLeod 2001), that workplace counselling is the provision of brief psychological therapy for an employee that is paid for by the employer that most demands critique and evaluation. The heuristic value of McLeod's definition will be critically examined in various sections of this Report, particularly in Part 2, where it will be argued that it might be an overly limiting definition of both workplace counselling and of its potential to help a troubled organisation, (e.g. p40). Alternative definitions are proposed in Chapter 4 and critiqued.

CHAPTER 2 – Methodology used throughout this Project [2.1] THE QUANTITATIVE/QUALITATIVE CHOICE

The quantitative/qualitative methodological choice debate is one that must be considered by any counselling researcher, (Hill & Lambert 2004). Although psychotherapy research has historically been based on the quantitative methods still popular in psychological investigations, (McLeod 1994), in recent years qualitative methodologies have come to the fore as investigators have come to value their increased power, (Patton 1990), to get to what many have called the richer story behind the numbers, (Lincoln & Gubba 1985; Patton 1990; Stiles 1993). In this case a qualitative methodology has been chosen, not by default because these investigations do not meet the control group and null-hypothesis requirements for empirically validated psychotherapy research, (Kendall et al 2004), but knowingly because in this Project, qualitative approaches are more likely to enable the generation of a "richer" story, (Patton 2001) or a "thicker story", (Etherington 2004).

The guiding principle behind the methodological choices made in these investigations recognises that overall this Project is essentially a series of qualitative enquiries and, as such, constitutes a fluid and evolving process, (Ponteretto & Grieger 1999), with no clear boundaries between, or within, the four main Investigation Phases. However, choosing a qualitative approach does not by itself resolve the methodology-choice issue because within that research genre, a wide range of qualitative sub-methodologies is available. These range from methods that attempt to provide an equivalence to quantitative objectivity (e.g. Classical Ethnography - Malinowski 1967; Rosaldo 1989); methods that are concerned with data-induced hypotheses, (Ryan & Bernard 2000), and attempt to demonstrate academic rigour and validity, (e.g. grounded theory - Glaser & Strauss 1967; Strauss & Corbin 1990), to new-paradigm methods such as Feminist Research. (Olsen 2000), or Ethnic Epistemologies, (Ladson-Billings 2000), in which qualitative research findings are interpreted in accordance with the reflexive, socially constructed way of knowing described by (Gergen 1994). However, as this Project is not concerned with "researching research methodologies", I have only to find the most appropriate methodology that fits both my storytelling style of knowing and my intention to derive actions from my learning. As will be seen in paragraph 2.2 following, I have deliberately chosen an Action Research-based approach, (Kemmis & McTaggart 1988), because, as I shall be arguing, it best meets my research needs.

[2.2] CHOOSING ACTION RESEARCH

My enquiries have been, and still are, an interactive and mutually influential process between me, (the researcher) and my participants, (workplace counselling practitioners, their managers and those who employ them). As I write this report, my enquiries remain a personally reflective/affective process in that each piece of work has influenced the next and that my findings in each subsequent piece of work have caused me to critically reconsider my interpretations of my previous enquiries. This is a work-based Doctoral Project targeted towards possible, research-led, practical applications. Therefore, as my work evolved, so my methodological approach also evolved and became one in which the researchers commit themselves to producing transformations both within and beyond their original disciplines, (Greenwood & Levin 2000), while attempting to maximise the inputs from all interested parties or stakeholders, (Ryan & Destefano 2000; Stringer 1996). It therefore appears/emerges, both by evolution and design, that a common thread throughout my work is the Action-Research approach, (Lewin 1947; MacIsaac 1995; Reason & Bradbury 2000), which underpins my overall methodology.

Action researchers help to translate enquiry into praxis, or theory-based action, (Denzin & Lincoln 2000), and so generate practical, reflective, pragmatic, but nevertheless scholastically, supportable action plans targeted at transforming the stakeholders' worlds. Therefore, the essential quality of action research relevant to this Doctoral Project lies in its power to convert research-driven learning into actions that contribute towards the management and/or the resolution, of the problems under investigation, (Conquergood 1998). A major factor in my selection of Action Research is its usefulness in linking finding out how to do something with finding out why to do it, (Toulmin & Gustavsen 1996). In this case I wanted to try and identify some of the possible developmental needs of workplace counsellors and their clients and then to investigate theoretical underpinnings for some possible ways of meeting those needs.

Amongst the issues that I considered, and took into account, when deciding to adopt an action research based approach were:

a) Action research is highly subjective in that the researcher and the research participants are symbiotically intertwined, (Kemmis & McTaggart 2000).

Therefore, the potential for contaminating the research enquiries and outcomes process by individual and organisational biases/prejudices/ hiddenagendas always exists. These potential biases can, in part, be contained by putting all of the results clearly into context, (Elliot, Fischer & Rennie 1999), and in this case, the context is the overall academic environment, as influenced by me, that is described throughout this Report. This last qualification to the evaluation of my research outcomes is in conformity with my own preferred research attitude, in which the researcher is more than an objective observer but is also an integral part of the research.

- b) As action research is very much a collaborative process, the researcher's ability to control and direct the ongoing work is potentially diminished, (Baskerville 1999). Therefore, in order to prevent research anarchy it is necessary for the researcher to vary roles between being a co-equal research-partner and being a more directive "first amongst equals". My research participants were very much committed stakeholders, as they were working with me to co-generate knowledge through a collaborative communication process, (Greenwood & Levin 2000). However, I remained responsible for the general thrust of the work and so in this case collaboration did not necessarily mean democracy, although in the Phase 4 investigation, (see pp 60-75), it is necessary to acknowledge that the status/power of the stakeholders was starting to approach that of being equal research partners.
- c) Action Research is sometimes confused with Action Learning. They are not the same. Dick, (2005), differentiates between <u>action learning</u>, (usually centred within an organisation) and <u>action research</u>, (usually based in wider community or educational settings). However, both are experiential learning processes. Action Learning usually takes place in a tight learning community of individuals who face common problems, test out possible solutions and learn from each other (McGill & Beaty 1996; Revans 1971, 1974, 1996; Smith & Peters 1997). It is usually confined within one organisation or within a limited group of organisations, (Pedlar et al 2003). In the case of this Project, rather than working with a specific tight learning group and sharing responsibility, I have assumed research responsibility on behalf of the wider

workplace counselling community. Therefore, when choosing action research as a methodology, (as opposed to action learning), I also must be careful to own the findings and to answer for them because, in this case they are not team solutions.

[2.3] CONSIDERING AN ALTERNATIVE METHODOLOGY

Although I decided relatively early on during my time on this Project that Action Research would probably best suit the demands of my proposed investigations, I also considered alternative, praxis-based, methodological approaches. In particular I examined the applicability of Soft Systems methodology, (Checkland 1981; Checkland & Holwell 1998; Checkland & Scholes 1990 & 1999). This is an attractive, more powerful, development in action research. In this approach the participants first co-generate models of the situation under investigation and then use these models to suggest revised courses of action. These revisions are tested, re-revised and then yet newer models are generated and tested. Again it is an iterative and a cyclical process. However, in the Soft Systems case, the research leader is usually brought in as a knowledgeable outsider, effectively a consultant, by the organisation being researched into. I was not consulted by any organisation and in these investigations I am not an outsider but a committed participant in the research process. In addition, Checkland worked within boundaried organisations or with firmly defined or limited research-population groups whereas I do not. Therefore, I did not choose to employ a Soft Systems approach to my work.

[2.4] ACTION RESEARCH AND THIS PROJECT

Action research is arguably a hands-on approach to improving organisations and their performances, (McNiff 2001). In my research, the organisation in question is not a specific entity but the general world of workplace counselling practice as mainly seen from the viewpoint of the Employee Assistance Providers, (EAPs). The performance improvement referred to throughout this Project could result from any developments that improve the professionalism, the status, and the general efficacy of the EAP-based workplace counsellor. Action research is also consistent with my pragmatist approach to counselling research generally as I consider myself to be a practitioner/researcher committed to providing soundly-based high-level academic and practical solutions to real life problems,

(Dick 2002). Therefore, the new knowledge that I have gained from these enquiries is, in part, a result of my attempts to act on the problems that I encountered. Problem solving is as important for me as problem identification, (Hoshmand 1999). An advantage in adopting an action research approach is that it is based on addressing problems realistically, and therefore it is necessarily methodologically pluralistic and reflective, (Steier, 1991). This pluralistic quality has allowed me to be "...a methodological bricoleur", (Denzin and Lincoln, 1994: p4), and so revise my investigatory methods, and to design and re-design my research instruments, as circumstances dictated.

Action research is also a process in which the researcher and the research participants cogenerate knowledge. It is context-centred and targeted at solving specific problems. The diversity and experiences of the participant group, (in this case EAP managers and practising workplace counsellors), are seen as major opportunities to enrich the research/action/knowledge-gain outcomes, (Greenwood & Levin, 2000). The researcher is not an outside expert who dispassionately observes the research subjects but someone who is part of a process, which in action research terms contributes towards enabling and empowering all the participants. The views and inputs of all participants, including those of the researcher, are valued and respected and the research participants are all stakeholders both in the research and, just as importantly, in its applications, (Reason & Rowan 1981). Therefore, for all the stakeholders, (including the researcher), the research process can be both self-reflective and iterative and the questioning, planning and investigatory processes and the subsequent re-questioning, re-planning and re-investigating processes interact to form an enquiry spiral that has no pre-determined ending, (McTaggart 1999).

One outcome of my methodological choice of action research was that as my enquiries proceeded, my participants exhibited a greater and greater active influence on the work. They were certainly not passive recipients of the researcher's machinations. Therefore, as my research progressed, both my own and my participants' inputs became evermore integrated and my work evolved more and more into an interdependent, effectively quasi-collaborative, research process, (Kemmis & McTaggart 2000). The creation of a research participants/consumers' community, within which the participants can learn from each other, (Walker 1993), allowed the action-based philosophy used throughout this Project to eventually become transformed into the Participatory Action Research, (PAR), modality,

(Whyte, Greenwood & Lazes, 1991; Wadsworth 1998), that emerged during Phase 4 of these enquiries. Although originating from a socio-political view that action research should empower those being researched, rather than reinforce the power of the established authorities, (Fals Borda & Rahman 1991; Forester et al 1993; Friere 1998; amongst many others), PAR also has the potential to maximise respect for the views of all the research participants. The advantage to me of this approach did not lie in the realms of socio-political activism but in the fact that I see PAR as an excellent way to gain maximum input and opinion-gain from my participants. Therefore, for Investigation Phase 4 this Project, PAR was a particularly apposite methodological choice because as with most of my investigations, my participants were much more that mere subjects; they were both actual and/or potential major stakeholders.

[2.5] WRITING AS A METHODOLOGICAL CHOICE

Writing too can be a method of enquiry because as Richardson, (2000, p923), argues, "... writing is a way of "knowing – a method of discovery and analysis". If writing up research is indeed is an integral part of the overall methodology then clearly language is being used, with its inseparable form and content, to "word the world" into existence, (Rose 1992). This strongly supports the notion that writing is a legitimate form of investigation and that such a creative analytic practice, (Richardson 2000), means that the writing process and the writing product are deeply intertwined. It is therefore arguable, if research and researcher congruency are to be maintained, that the learning approach that emerges during the act of writing should parallel the methodological approaches used in the overall investigations that are being reported. This suggests that the process of writing up research, if it is to be an integral part of the enquiries, might well usefully evolve as the research evolves.

Another important benefit of the use of writing as research is that it helps the researcher to reflexively review the work in progress and it can be argued that such purposeful reflexivity is an essential ingredient of rigorous qualitative research, (Etherington 2004). Such research also generates opportunities for transformation and for personal growth as the new learning emerges, (Etherington 2005), as the reflexive researcher constructs, (in this case writes), interpretations of the research experiences and critically questions how these

interpretations emerged, (Hertz 1997). Equally importantly, writing as a means of reflexive enquiry creates a bridge between research and practice, (Heron 1996) and so contributes to the praxis that is an essential element in Professional Doctoral enquiry.

Although this Report is not simply a narrative enquiry as such, (Richardson 1994), nevertheless writing it up is a process of constructively writing the story of my research as it evolved. The form of my writing evolved partly as my research findings evolved and partly as a response to my academic advisors' feedback/critique of my work as it progressed. In other words, my Report writing experiences can be seen as a form of Action Research in that I was producing ideas that were tested by my research participants, (in this case my academic advisors), and then reformulated and retested as I gradually developed more and more effective ways to tell, (write-up), my research story and to attempt to convince the readers of its authenticity, (Janesick 2000).

Therefore this Report evolved as a series of responses to my advisors' evaluations of my various "work in progress" submissions to them. At each submission stage I felt that I had reached the limits of my scholastic and intellectual abilities and in each case I was wrong. Reflecting on my advisors' inputs not only required me to radically revise my work and to stretch myself even further, but it also caused me to enquire more deeply into the academic underpinnings of my enquiries. This necessitated more and more extensive reading and other forms of enquiry, (Internet, seminars, conferences etc.) and so at each stage, my bibliography inevitably became more and more extensive because its overall extent is actually a measure of my growth/evolution as a learner.

[2.6] A PERSONAL METHODOLGY

The Project Report has been written in a style that enables me to be a researcher/storyteller and this is a deliberate attempt to try and give added meaning to my work. Stories, or metaphors, can be useful in organising complex data, (Alvesson 2002) and as the stories are retold and re-evaluated, ever-deeper meanings can emerge as ever-deeper layers of the story unfold, (Etherington 2004). It is arguable, especially in the area of counselling research, that knowledge will always be qualified by the social context from which it originates and by the social context within which we try and evaluate it,

(Denzin & Lincoln 2000; Lynch 1966). This allows the theoretical possibility that all knowledge is a metaphor and so objectivity depends on the story being told, on who is telling it, and on who is listening to it, (Speedy 2000 & 2005) and this suggests that the gaps in the story might be as important as the story itself, and so one story only serves to generate another story, each new formulation giving "... a broader and deeper insight than a single story alone", (Estes 1993; p1). In other words, storytelling, like this report on my Doctoral Project, is an active, cyclical, live, process with beginnings and ends that owe more to convenience than to finite boundaries.

[2.7] REPRESENTING MY WORK

If truth is indeed a constructivist concept, at least in relation to qualitative research, (Botella 1999; Spinelli 2005), then it might also be the case that generating knowledge is very much a personal activity, (Etherington 2004) and so it is arguable that attempts to represent qualitative research impersonally diminish both the research process and the research findings, (Etherington 2005). In recent years there has been a move in some circles towards representing qualitative research more and more as a personal exercise, (Tierney 2000). A good deal of research has been written in the first person, (Denzin 1994; Ellis & Bochner 1996; Tierney & Lincoln 1997; Richardson 1998), and the postmodernist approach usually firmly positions the person within the work, (Tierney 2000). Steier, (1991: p10), asked "... why do research for which you must deny responsibility for what you have found?" This led me to consider just where and how I should claim responsibility by inserting my own voice into this Report.

There are risks in taking and offering a personal view, (and offering a personal portrait), in research and knowledge-generation and these are risks that I am becoming more and more aware of taking as my various enquiries evolve and take shape. As Clandinin & Connelly, (2000: p423), put it, "... the researcher is always speaking partially naked and is genuinely open to legitimate criticism from participants and from audience". However, it is arguable that personalisation in academic work is not quite the simple honesty that its advocates such as Behar, (1996), suggest that it is. For example, some reviewers might feel that the absence of cool, impersonal, detachment undermines the impact of the work, (Tierney 2000).

Yet another illustration of the complexity of this issue arises from the question of author-power. Some researcher-storytellers, by reason of personal status or their localised importance, tell more powerful, (by which I mean more superficially credible or more apparently authoritative), stories than others, (Gelles 1998), and this offers the possibility that high-level author status could be misused or misinterpreted and that low-level author status could result in diminished audience attention.

This Project is centred on Workplace Counselling and clearly the academic/organisational contexts within which this Project is being produced are also places of work. My personal leaning comes in part from how I engage with these organisations, (Carroll 2005a), and these engagements have been described by Carroll, (2005b), as including a series of psychological contracts which contain powerful, but unwritten, sets of expectations that the individual worker, (in this case me), and the organisation, (in this case academia), have of each other. My overt contractual conditions with academia are clear. I must do so much work under specific conditions and to certain standards. My psychological contract with academia is not so clear and one important dilemma arises from wondering just how far my work should be represented in personal terms. My solution to this puzzle has been to avoid excessive personalisation by restricting its use to situations where it helps the flow or where it focuses the work.

As a final reflective comment about personalisation and the use of the "I" word, it is germane to point out that I am a <u>counselling</u> researcher/practitioner who is writing up a <u>counselling</u> Doctoral Project. I'm also the Head of a University Department that teaches counselling studies at both undergraduate and postgraduate levels. We teach our students to write about their work in terms of personal experience mediated by their academic learning and this approach complies with the British Association for Counselling and Psychotherapy's, (BACP), guidelines for the teaching of counselling. It would not therefore be congruent with my own well-established, personalised, approach to counsellor education if I adopted a different stance when writing about my own learning. Learning, for me is a personal process and one that I prefer to write about from a personal standpoint but the problem is that by so doing I am breaking with some long-held academic conventions and, as Tompkins (1993), puts it, "... to break with convention is to risk not being heard at all". It is my belief, at least as far as this Project is concerned, that this is a risk that I must accept.

CHAPTER 3- Ethical considerations

[3.1] ETHICS OVERVIEW

Bond, (2006), suggests that ethical practice in social science research has three vectors, (a) Defensive, (b) Altruistic and (c) Research Integrity, (support for knowledge generation). Most social science ethical codes address the first two of these vectors, (e.g. British Psychological Society – "New Code of Conduct & Ethics: Consultation Draft 2005"; British Association for Counselling and Psychotherapy – "Ethical Guidelines for Researching Counselling & Psychotherapy 2004"), by setting out guidelines that encourage harmminimisation, philanthropy and respect for the participants' autonomy. The Defensive and Altruistic Vectors, are routinely dealt with in most reported research and section [3.2] reviews my attempts to comply with them in terms of the BACP Ethical Framework, (Bond 2004). However, Research Integrity, the third vector, includes acknowledging, and responding to the risks entailed when researchers investigate the yet to be known, (Bond 2005a), and is less easy to deal with because it appears to encourage bypassing the risk-elimination ideals supported by the Defensive and Altruistic vectors. This issue, together with my thoughts on what it means for my learning in this Project, is addressed further section [3.3].

[3.2] REVIEWING BASIC ETHICAL CONSIDERATIONS, (Investigation Phases 1-4) Investigation Phase 1: Informal Workshop

The impromptu nature of this enquiry meant that there could be no formal, preplanned attention to research ethics. I could only try to ensure that all of the participants willingly chose to take part, by telling them at the time, just what it was that I was intending to do. As all of the participants were experienced counsellors, BACP members and research-sophisticates, I made the assumption that they would be the primary contributors to the process of looking after themselves. Therefore, I was relying on an "ethically layered relationship". (Hooper 1993: p v-viii), or what Bond (2004: p7), calls a "principled relationship".

Investigation Phase 2: Journal Article

Ethical considerations were not specifically delineated although this activity, as with any counsellor activity, was informed by the BACP's Ethical Framework.

Investigation Phase 3: Pilot Study

Looking back, I can now see that this study paid insufficient attention to ethics. Apart from ensuring the anonymity of my participants I did little to anticipate any need for harm minimisation and I took altruism as a granted. However, as altruism is built into my counselling stance generally, (at least in intention), this last condition was inherent in my work. Therefore my research integrity, or overall research ethic, as defined by Bond (2004: p7) relied on what Bond calls a "... firm commitment to striving for fairness and honesty".

Investigation Phase 4: Main Study

This Study more formally conformed to the BACP Ethical Guidelines for Researching Counselling, (Bond 2004). Firstly, an experienced Counselling Practitioner/Researcher carried out an independent audit of the overall ethical design of the enquiry, (see Appendix D – Addendum Volume). The participants' anonymity was guaranteed and their informed consent to their comments being recorded was obtained in writing. This informed consent was reinforced by reminding the participants on-tape, that they were being recorded and asking them to verbally confirm their previously given, written, consents. Additionally, the participants were informed in writing about how to raise any concerns or complaints with either the Metanoia Institute or the BACP and in order to further protect their emotional well being, the participants were debriefed at the end of the interviews.

[3.3] FURTHER ETHICAL CONSIDERATIONS

For many therapists and therapy researchers, ethics is a shielding process that has grown out of counselling's professional maturation, (Bond 2005a), one largely targeted at protecting therapeutic relationship boundaries, (McGrath 1994), and a process that is usually a "given" in their work, (Bond 1998). Social science researchers seem to be essentially driven by the well-established ethical principles established by their varying disciplines, all of which commonly protect and respect the autonomy of research subjects and encourage the investigator's sense of concern for others, (Bond 2005b). However, it

might be argued that strict adherence to ethical rules can never fully prepare the therapist-researcher for the yet to be discovered, constantly evolving, knowledge-based, relationships that emerge during therapy, (Richardson 2003), and that concomitantly evolve during counselling research.

Does ethical practice, as currently formulated, restrict my learning and therefore restrict my knowledge? Indeed, are the ethical considerations that are currently encountered and routinely responded to by most social science researchers, (e.g. Bond 2004), conducive to maximising research-driven knowledge acquisition? It might even be that as a counselling researcher/learner that I do not need an ethical straightjacket. After all, it can be argued that many of the moral imperatives encompassed by most ethical codes do not actually need expression. As Gordon, (1999: p35-36), puts it "... I do not need ethics [as codes] to tell me not to exploit financially... or engage sexually... with my clients [subjects]". This would suggest that much of ethical practice as currently promulgated might be unnecessarily targeted at harm-minimisation, altruism, and risk avoidance.

However, these codified and apparently respectable, defensive/altruistic, expressions of desirable moral behaviour by researchers seem to me to by-pass the inherent risks that are inevitable in therapy research. After all, as a therapy researcher, I cannot predict what sorts of researcher/subject relationships will emerge during my work nor can I predict how my research audience will utilise my findings. Both psychotherapy and psychotherapeutic research are inherently risky businesses, both for the researched and the researcher, (Bond 2006), and so it is arguable that the research process is one that unfolds as it will and not one that is subject to ethical pre-regulation. Therefore, it might be that tolerance of ambiguity is an essential component of productive counselling enquiry, (Stern 1998). After all, as an innovative learner I cannot preordain/pre-regulate my learning and it is certainly the case that my knowledge-acquisition on this Project has led me in some very unexpected directions.

[3.4] A NEW "MORAL IMPERATIVE"?

-

It seems arguable in social science enquiry that new knowledge often emerges from developing new relationships between the researchers and the researched and so counselling knowledge-gain may often be a highly interpersonal, often unpredictable, activity, (Etherington 2005). This means that ethically driven research productivity, when it depends on the researcher/researched relationship with its supposed need to respect the autonomy of both parties, might actually be limited by attempts to rigidly adhere to ethical rules if they try to constrain the unpredictable in attempts to eliminate any unexpected personal risks. Therefore, adopting the social scientists' professionally driven, allegedly altruistic, respect for client-subjects could be contra-indicated when the scientist/client relationship is intended to be research-driven and when new knowledge-gain is paramount. It may be that a new ethic for a new social science research paradigm, one that accepts risk, might be needed

I am suggesting that there is an inherent paradox in current social science research, (including my own), that is apparently unacknowledged. It arises from the possibility that facing, accepting and embracing any unforeseen risks, as they are encountered, actually empowers truly open and expectation-free modes of enquiry and so maximises learning. In other words, it may be that defensive ethics actually obstruct learning rather than promote it. Bond, (2004), partially addresses this dilemma when he calls for specific ethical rules to be replaced by a robust ethical commitment to fairness, honesty and competence on the part of counselling researchers. It seems to me, however, that an assumption of researcher integrity implies that developing a new moral driver, one that I am tentatively calling a "New Moral Imperative" might become necessary. One source of such an ethical driver might come from re-formulation of our concept of trust; in this case our trust of researchers, who might attempt to operate in what Lang, (2003 p2), calls "... reciprocity of trust" with both the researched and the research consumers.

Does this apparently necessary uncertainty, both in research process and research outcomes, support ethical anarchy as a necessary condition for enhancing social science research? For me as a researcher/learner, such an anarchical absence of ethics is a very tempting proposition, as it would enable me to over-ride the restrictions of ethical boundaries and so become unconstrained in my enquiries. However, as empowering as accepting such an unboundaried level of uncertainty and risk may be for the knowledge seeker, it also clearly exposes the research subjects to potential exploitation and unfortunately there are all too many examples of adverse subject exploitation in research, (e.g. Jonsen 1999; Papworth 1967). Proposing ethical anarchy in counselling research is a position that to me is both personally uncomfortable and professionally hazardous as it

might be the case that openly espousing excessive, even aggressive, unorthodoxy might result in the researcher, (in this case me), being unattended to, (Tomkins 1993).

[3.5] THE MISSING ETHIC

Clearly different human activities require different rationalities, (Habermas 1974 & 1987), but this might not necessitate me adopting a plethora of moralities if trust were indeed to become a fundamental element in my learning endeavours. Bond, (2005a; p3), calls trust the "missing ethic" and he suggests that it could support "... the development of reciprocal relationships [researcher/researched] of sufficient strength to withstand ... the essential challenges of risk and uncertainty". So, in my research, has trust become a new ethic to replace the old? It is the case that throughout these enquiries, that trust has been an unstated, but nevertheless ever-present, ethical driver. It is deems likely that trust is an essential driver in the Participatory Action-Research elements of my investigations as it is arguable that mutual enquiry will fail if the participants do not respect, trust, and value each other. Therefore, I am suggesting that trust may well have become both the overt and the covert "glue" that is holding my work together.

PART 2

AN EXPLORER'S TALE - the research

CHAPTER 4 – Introducing the Research

[4.1] AN OVERVIEW OF THE 4 ENQUIRY PHASES

My research has addressed three underlying questions and has done so by means of four inter-dependent investigations. Each influences the other, and continues to do so as I critically and reflectively review my work. The knowledge generated from these investigations forms part of my contribution to Workplace Counselling's overall knowledge base. The three underlying questions are:

- 1) What sorts of counsellor professional developments/enhancements do Workplace Counselling's Stakeholders want or need?
- 2) What are the implications of those wants/needs?
- 3) What new service products could workplace counsellors develop for their clients?

Phase 1

This was an ad-hoc Informal Workshop at which I canvassed the views of some experienced workplace practitioners, ("stakeholders"), about how they hoped that workplace counselling might develop in the next decade. This enquiry is evaluated in this Volume Chapter 5 and detailed in Appendix 'A' – Addendum Volume.

Phase 2

This investigation took the form of an Article, "Specialisation – the next wave in workplace counselling", published in "Counselling at Work", 2004, Spring Issue, 44, pp 5-7. Its main purpose was to obtain feedback on my emerging ideas on the future of workplace practice from the wider Workplace Counselling Stakeholding Community. It was a critically reflexive investigation that took the form of some research that emerged as a product of the act of writing. This article is critiqued in this Volume, (Chapter 6), and set out in detail in Appendix 'B' - Addendum Volume.

Phase 3

This investigation was a Pilot Study. I wanted to know what those who employ workplace counsellors might want from them. How could workplace counsellors learn to meet those demands? What sorts of workplace counsellor training were available to help practitioners achieve this? My primary data were gathered by a

series of interviews with Counselling Service Managers, ("Stakeholders"). I also surveyed the workplace counsellor education that was available in the UK in 2004. The original investigation is evaluated in this Volume, (Chapter 7), and set out in detail in Appendix C – Addendum Volume.

Phase 4

This investigation was my Main Inquiry, as reported in Chapter 8, which included: (a) a facilitated Stakeholder Group Discussion and (b) a series of Taped Interviews with some Counselling Service Managers. I wanted my participant stakeholders' views on specialisation and professional training for workplace counsellors and I wanted to find out how to incorporate these views into a new MSc programme.

[4.2] THE EVOLUTION OF THE RESEARCH

Looking back, I can now see that my investigations emerged from a personal sense of unease arising from what I saw as a conflict between the ethos of the counsellor, which is usually focused on the needs of the individual client, and the demands of the organisational world that might sometimes require a much wider, possibly corporate, focus. Each appeared to have unrealistic expectations of the other. Their relationship was problematic. Were these problems reflected in the apparent lesser status of workplace counsellors? Is workplace practice really "... not proper counselling?" (Kinder 2005). Alternatively, could it be that employers and their employees were unaware of the contributions that counsellors could make both to organisations and to worker well-being?

My speculations eventually moved beyond my initial sense of unease and began to crystallise out into the series of purposeful enquiries that are described in the following pages. An action-research spiral, (Dick 2002; Lewin 1947, Trist 1976), had begun to emerge. All of the participants in my research, (the counsellors, their managers, their employers and myself), were starting to interact and to influence each other. In sum, I was wondering:

- 1) If counselling's ethos and methodologies could contribute to the workplace in more ways and guises than seemed generally to be the case?
- 2) If the workplace's ethos and methodologies could in turn contribute to the development of counselling?

[4.3] ISSUES IN DEFINING WORKPLACE COUNSELLING

Before the issues in defining workplace counselling can be explored it is necessary to note that there are numerous competing definitions of mainstream, generic, counselling, (see review by Clarkson 2003). Therefore, it is unlikely that any single definition of traditional counselling can be complete because there seem to be almost as many definitions of traditional counselling as there are practitioners, (e.g. Culley 1998; Dryden & Feltham 1994; Dryden & Thorne 1991; Nelson-Jones 2000 amongst others). However, my overview of the literature indicates that most, if not all, of this genre is focussed on client-centred definitions and in this Project Report I shall be critiquing this client-focussed emphasis in counselling purpose.

It appears that the one thing that the various "Official Schools", (e.g. Humanistic, Person-Centered, Psychodynamic etc.), have in common seems to be the view that their own particular clinical approach is superior and all-encompassing, (Clarkson 2003). However, research indicates that, whatever their theoretical orientation, experienced therapists are more similar to each other in their actual practice methods than would be suggested by their apparently very different training backgrounds (Barlow et al 1984; Bugental 1987; Fiedler 1950; Goldfried 1982; Norcross and Grencavage 1989). This supports the widely held view that there is little difference between the various therapeutic approaches in terms of effectiveness, (Mahoney et al, 1989; Norcross and Newman, 1992), and that the most important factor in effective psychotherapeutic work is the relationship between the client and the therapist, (Norcross, 1986).

The relationship aspect of generic counselling is the starting point from which, in this Project, an exploration of the possible ways to define the term "Workplace Counselling" will begin. This is because at the very least an operational definition is required. It will become clear that I am arguing that workplace counselling should be a much more widely boundaried discipline than the current literature, as reviewed by McLeod (2001), seems to suggest.

So, a key question is:

Workplace counselling - What actually is it?

McLeod, (2001), argues that workplace counselling is a form of intervention that is:

- Voluntarily chosen;
- Responsive to the individual
- Intended to bring about change

McLeod's definition lies squarely within the client-led boundaries of traditional counselling and is therefore not unique. Nevertheless, like all researchers, McLeod has had to arrive at an operational definition of his research parameters. In his, (2001), overview of workplace counselling research McLeod specifically excludes

- Imposed counselling, (e.g. conflict resolution; out-placement work; etc.)
- Any counselling that includes scheduled exercises, training or education,
 (addictions awareness, anti-harassment programmes; etc.)
- Allegedly non-counselling interventions, (coaching; mentoring; stress analysis; etc.)

Are McLeod's exclusions reasonable or are they actually excluding activities that others might see as the proper role of the workplace counsellor. This is a debateable issue however, and putting these observations into context of my own investigations, I note that I am a practicing workplace counsellor and I do all the things that McLeod excludes and so do some of my colleagues. We also provide organisational advice and consultancy work. Therefore, could it be possible that all of these allegedly non-counselling tasks, (as they are defined by McLeod), are also counselling?

[4.4] TOWARDS A DEFINITION OF WORKPLACE COUNSELLING

It seems to me to be arguable that McLeod's "non-counselling" tasks are already part of what some workplace counsellors actually do. Workplace counselling is arguably a much broader brush approach to professional practice than McLeod suggests. These allegedly non-counselling interventions very much depend on processes that involve the use of

counselling skills. They also seem to be interactive processes with blurred boundaries and so, put simply, my operational definition is:

Workplace counselling is that which a workplace counsellor does

This circular definition has been chosen deliberately because it encapsulates my general theme that the disciplinary boundaries of the workplace-counselling specialist have yet to be determined. Other theorists, (Clarkson, 1995; Franklin 2003), would disagree with this view and firmly locate workplace counselling within the boundaries of the various clientled, psychotherapy schools. For example, Summerfield & van Oudtshoorn, (2000), suggest that Person-Centred, Cognitive-Behavioural, Personal Construct, Psychodynamic, Transactional Analysis and Systems-Based therapies all have specific parts to play.

[4.5] WIDENING THE DEFINITION OF WORKPLACE COUNSELLING

Traditionally, counselling is targeted at the individual client. It is possible that this is why McLeod specifically excluded interventions targeted at the psychological health of organisations. However, today's generic counselling is increasingly being provided by, or funded by, organisations, (Hopkins 2005), and so they too might demand consideration and respect. Therefore, in some circumstances, the organisation's needs could become paramount and supersede the needs of the individual employee. If the skills of the workplace counsellor can also serve the needs of the organisation then why should not this style of practice, one that is not focussed on the individual client, also be seen as proper counselling? The British Association for Counselling, (BACP 2001: p2), Ethical Framework includes "anyone undertaking the role of... provider of counselling skills..." as being a counselling practitioner. Therefore, it seems to me that if counselling skills are being used then counselling is taking place.

It is my argument that there is a possibility that client-led definitions of workplace counselling are insufficient. McLeod, (2001), has hinted at the possibility of a wider definition of workplace counselling when he says:

[My italics]

a) That it is not counselling when employees are directed to take part "... even though the intervention may be based on counselling principles and theory", (McLeod 2001, p13). b) Interventions targeting organisational functioning or physical health are not counselling, "... even though these interventions may have important incidental effects on psychological well-being", (McLeod 2001, p13).

The phrases in italics are important qualifiers because it is my proposition, backed by my own research, (Claringbull 2001, 2002, 2003 & 2005), and discussed later in this Chapter, that if a workplace practitioner is using counselling skills, principles or theory, then whatever the task, it falls within a general workplace counselling umbrella. Additional support for my broad-brush argument actually comes from McLeod, (personal communication 31/5/05). He says that he agrees with me "... and in particular with your key idea that counselling in the workplace is broader, in practice, than my [2001] definition".

Finding a much broader, more inclusive, conceptualisation of workplace counselling is central in my enquiries. If workplace counselling is just that which workplace counsellors do, then when they do so, are they are acting professionally? This question indicates that two important lines of enquiry are:

- 1) Is workplace counselling actually a professional specialisation or should it become so?
- 2) If it is indeed a professional specialism, how can we produce the necessary specialised workplace counsellors?

[4.6] THE KNOWLEDGE OUTCOMES

The most important overall outcome of my work has been the generation of new professional knowledge, (c.f. Eraut 1994) in the field of workplace counselling.

i. Firstly I have generated new propositional knowledge that supports a possible need to professionalise workplace counselling. Propositional knowledge is derived from specific observations, (Nebel 1989), and so I am making "... specific propositions about particular cases, decisions and actions", (Eraut 1994).

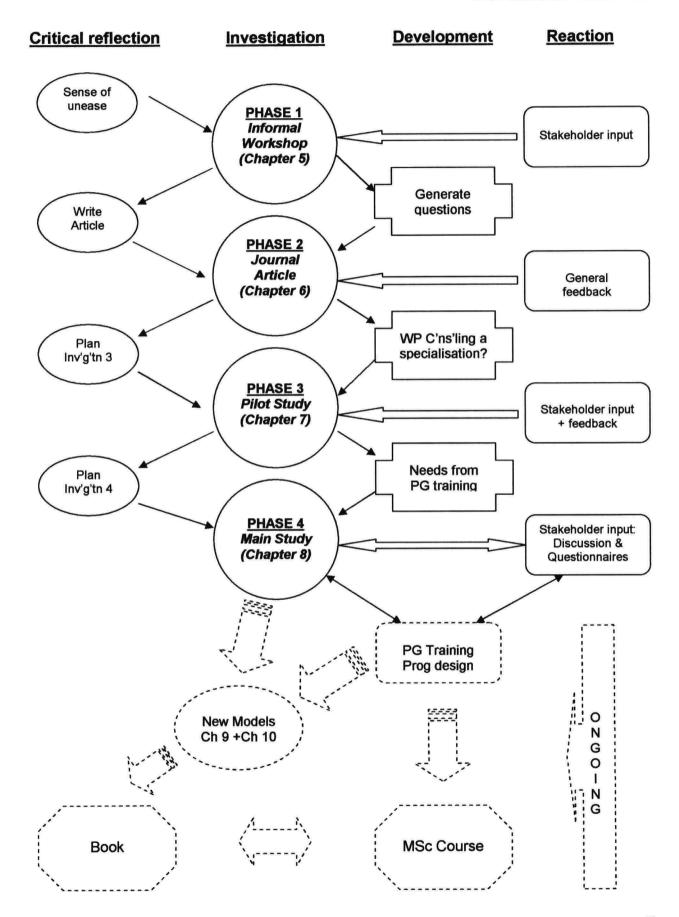
- ii. Secondly, I have generated new structural, operational and process knowledge about the education and training of specialist workplace practitioners, (see Part 3). By structural knowledge I mean the consideration of how concepts within a knowledge domain, in this case the domain of workplace counselling, are linked together, (Jonassen et al 1993). Operational knowledge is taken to mean understanding ways to make practical decisions about a series of actions, (Pomerol et al 2002), that in this case will contribute to workplace counsellor education. Process knowledge is the translation of knowledge into action and it sees knowledge as a product, or as an application, (Sheppard et al 2000). In this case, the application of knowledge as a product is the creation of a new Workplace Counselling MSc programme
- iii. Thirdly, I have used the research outcomes to critique existing models of workplace counselling and to generate some new theoretical proposals.

[4.7] THE RESEARCH ACTION PLAN

Looking back at the overall progress of my research it is now possible to see a pattern in how it evolved. There was an interlocking of personal critical reflection, the phases of the investigations, the developments, (or outcomes) that emerged as my work progressed and the inputs from the stakeholders and the research consumers. The diagram on the following page, (Figure 3), shows how all these factors interlinked.

In Figure 3, The activities/thinking described and listed under <u>Critical Reflection</u> sets out how my personal reflections on my research investigations arose and how these intellectual/reflexive processes led me towards planning and undertaking the 4 Main Phases of enquiry listed under <u>Investigation</u>. The inputs listed under <u>Reaction</u> show how my stakeholders and readers were reacting to/influencing my work and the issues listed under <u>Developments</u> show the Stakeholder inputs to each Investigatory Phase combined with the outcomes from that Phase and so influenced the subsequent Phase. The overall picture is of a series of 4 Investigation Phases that emerged as live processes that developed from my own reflections, the emerging enquiry outcomes and the stakeholder inputs.

Figure 3
The Research Action Plan



CHAPTER 5 - Investigation Phase 1: an informal workshop

REPRODUCED IN FULL IN APPENDIX 'A'- ADDENDUM VOLUME

[5.1] THE ORIGINS OF THIS ENQUIRY

In 2003, an unexpected opportunity arose at an Association for Counselling at Work Conference for me to canvass the views of some opinion formers, (senior practitioners/managers or "stakeholders"), from the workplace counselling community. I led an impromptu Scoping Workshop that examined some of the developmental possibilities for future workplace counselling practice. The following comments on Investigation Phase 1. (see Appendix A – Addendum Volume), are based on how it was written up at that time. When I critically review the original report in the light of my subsequent enquiries, it becomes clear that Investigation 1 could have been differently, (and better), designed, carried out and written up. This is because Investigation 1 is an impressionistic study and one that is non-verifiable and without an auditable set of results and these inadequacies arise from the fact that this investigation was an extemporised affair. However, if it is assessed as being, in effect a Pre-Pilot Study for the Phase 3 Pilot Investigation that preceded the Main Study, (Phase 4), then it has value as an indicator of potential enquiry areas for my subsequent research. Although not authoritative in themselves, Pilot Studies can be a crucial element in the good design of later studies, (De Vaus 1993), which while not guaranteeing later success do increase its likelihood because such studies can provide valuable insights for subsequent researchers, (Teijlingen & Hundley 2001).

[5.2] THE EMERGING ACTION-RESEARCH SPIRAL

Looking back it can now be seen that the identifying, testing, re-formulating and re-testing of the ideas/opinions that emerged during this Workshop was also the beginning of my overall "Action-Research Spiral", (Coghlan & Brannick 2004). I wanted to find out if there really was an attitudinal conflict between workplace counsellors and their client organisations? Was this more than just my own sense of unease that arose from my practice-based observations of how some organisations apparently have a distorted view of the capabilities of workplace counsellors? Did some important opinion-formers within the Workplace Counselling and Employee Assistance Providers (EAP), community share my disquiet? Did the EAP Industry generally feel that there was a need to improve/develop workplace counselling and how did they think that this could be achieved?

[5.3] EMERGING OUTCOMES

However, in spite of the limitations of the methodological approach followed at this point in my research, it is nevertheless arguable that the outcomes were of significant heuristic value to my subsequent enquiries. There were some 20 practising workplace counsellors present, Senior Management from 5 major UK Employee Assistance Programme, (EAP), Agencies, and the then Chair of the Employee Assistance Professionals Association. It was agreed by those present at the Workshop that it would be very useful if the following questions were explored: -

- ✓ Could workplace counselling, at least in theory, become a professional specialisation?
- ✓ How could the EAPs contribute to the likely future changes within counselling generally and in workplace counselling in particular?
- ✓ How could the EAP Agencies be one of the drivers in the change process and not simply passive recipients?
- ✓ Is there much more that counsellors could offer organisations and their employees than is presently the case?
- ✓ Are the needs of the employer sometimes at least equal to those of the worker?
- ✓ Could counselling methodology be a useful management tool?
- ✓ Could suitable training help workplace counsellors become more business aware?

[5.4] REVIEWING THE OUTCOMES

Reflecting on the then identified questions/issues about workplace counselling led me to realise that a number of important theoretical, practical and ethical issues were starting to emerge. Further reflection has indicated where some amendments to my original thinking

would be useful. A more up-to-date formulation of my earlier consideration of these questions/issues is as follows:

- We need to know more about organisational demands on counsellors. They are involved in a complex contract that involves the organisation's overt, "public face", and covert, "shadow", structures, (Egan 2001; Hawkins & Shohet 2000). Workplace counsellors have to manage client needs, organisational needs, EAP agency needs, and their own professional needs, (the "Four Dimensions of Workplace Counselling", Walton 1997a; p133). Therefore, an entangled set of practice issues, ethical concerns and fundamental dilemmas will need investigation because workplace counsellors might well be working at the extremes of their professional and ethical competencies, (Shea & Bond, 1997).
- There are a number of quite different ways to model organisations and their cultures, (e.g. Fitzgerald 2002; Handy 1993; Morgan 1998). Therefore, in order to understand the counsellor/client/organisation contract, counsellors will need to be aware of the differing needs generated by the various organisational types. How well is this need appreciated by those who currently claim to be workplace practitioners? Do they understand organisations?
- Various Models of Workplace Counselling have been suggested, (Bull 1997; Carroll 1996; Coles 2003; Teherani 1997; amongst others). Most theorists seem to see workplace-counselling models as one-to-one contracts between workplace counsellors and their clients, (Connor 1994; Holloway 1999; Page & Woskett 2001). However, are these relatively simple models tenable? Perhaps workplace counselling should become a mediator in the series of complex, unstable, social structures that appear to arise from the ever-changing, multiple, interactions between employees, their employers and their mutual social and/or organisational worlds?
- The majority of workplace counselling's theorists, (Carroll 1996; Carroll & Walton 1997; Coles 2003; Meehan 2002; Walton 1997a; Walton 1997b).

have a lot to say about ways to counsel individual workers but much less to say about attending directly to the needs of the employer. Does this imply that the needs of the employee always come first and that the needs of the employer always come second? Is this really so? Are these apparently antagonistic needs mutually exclusive? Can workplace counsellors become sufficiently professionally flexible to sometimes put to one side their probably ingrained original training ethos that counselling is essentially client-led?

In order to get some feedback/input from a wider audience on the outcomes/questions that arose out of Investigation 1, I published an article entitled "Specialisation – the next wave in workplace counselling?" in the BACP Journal "Counselling at Work", 2004, Spring Issue, 44, pp 5-7. This is reproduced in full in Appendix B - Addendum Volume. What follows in Chapter 6 is an account of the main points that I raised in that article and my subsequent, critically reflexive/reflective, comments on them.

CHAPTER 6: Investigation Phase 2 – Journal Article

CHAPTER 6 - Investigation Phase 2: a journal article

REPRODUCED IN FULL IN APPENDIX 'B'- ADDENDUM VOLUME

"SPECIALISATION - THE NEXT WAVE IN WORKPLACE COUNSELLING?"

First published in "COUNSELLING AT WORK", (ACW Journal, 2004, Spring Issue, 44, pp 5-7)

The following is an assessment of that article in the light of my current knowledge and thinking.

[6.1] WORKPLACE COUNSELLING - HISTORICAL CONSIDERATIONS

Workplace counselling has been identified as a useful worker assistance system since the late 1880's, (Oberer & Lee 1986). Its UK origins emerged from the workers welfare programmes of the early pioneers, (Carter 1997) and became psychiatrically oriented in the 1920's/30's, (McLean et al 1985). During the post-war years workplace counselling emerged as a humanistic psychological service in parallel with the explosion in person-centred counselling of the 1950's – 1990's, (Woolfe 2003). In contrast, in the USA workplace counselling was rooted in alcoholism attenuation, (Sonnestuhl & Trice 1995), and followed a mainly medical model. By the late 1970's in both countries, social changes were powering a shift towards a human relations model of employee welfare that was more responsive to workers' changing needs, generating the types of comprehensive employee assistance programmes that are commonly found today, (Carroll 1996). Therefore, in my Article I proposed a Three Waves Model to describe how workplace counselling has evolved to date:

16.21 THE THREE WAVES MODEL OF WORKPLACE COUNSELLING EVOLUTION

The First Wave, the "<u>Historical Wave</u>", (1890-1970'ish), I suggested was generated by the original Industrial Social Work Programmes. These programmes mainly addressed employee welfare issues, (addiction/absenteeism/health) and similar social problems, (Coles 2003; Franklin 2003; etc).

The Second Wave, the "Employee Therapy Wave" (1970's to 1990's), I suggested provided what Kinder, (2005; p14-17) calls "... Added Value", by including individual-worker targeted counselling services to the general EAP package.

The Third Wave, the "Breaking the Boundaries Wave", which I saw as currently taking counselling beyond the needs of the individual employees to look at the overarching organisational health of the employing organisation, (Mission Statements: ICAS 2004; FOCUS 2005 etc.)

However, this model is only one, of a number of possible ways to describe Workplace Counselling's history. It might be that Workplace Counselling's development has not been a continuous, interlinked, process. Perhaps the philosophical gap between the social-welfare purposes of the original welfare schemes and the modern emotional/psychological "health services" offered by modern EAP providers is so great as to actually provide evidence of a possible discontinuity.

[6.3] WORKPLACE COUNSELLING'S FUTURE

Could there be a Fourth Wave in Workplace Counselling? Much of current theory and practice would suggest that workplace counselling is often little more than routine counselling that just happens to be paid for by employers, (my review of ACW Journal articles 1998-2005; McLeod 2001). If workplace counsellors were to break free from counselling's traditional framework and create a Specialist Area of Professional Counselling Practice, then they might have their own, unique, therapy-based, contributions to make both to organisations and to society. My suggestion was that now is the time to consider such developments and to propose a Fourth Wave in workplace counselling.

The "Workplace Counselling Specialist-Practitioner Wave"

(A specialism with its own theoretical underpinnings, its own evidence-supported practice-base and its own professional standards)

At the time of writing my article, this proposition was a major conceptual leap forward for me but it was only based on impressionist/anecdotal evidence, (Investigation Phase 1 + further informal discussions with opinion formers), that creating such a "Fourth Wave" was either possible or desirable. This lack of evidence needed to be rectified but at that stage the evidence had yet to be found.

[6.4] WHAT NEXT?

It seems that over the last 20 years workplace counselling has expanded rapidly, (Oher 1999). By 2003, in the UK alone, more than 6m people had access to counselling via a workplace-based EAP scheme, (Beer 2003). I had observed that some workplace counsellors were already practising in such "counselling-plus", (enhanced), areas as training, mentoring, organisational change, awareness programmes, stress management, out-placing etc, (Mann 2004; Towler 2002; etc.). However, my overview of the literature, (Amazon Book Search Services 2003/5), indicated that other professionals such as HR Managers, Training Consultants, OH Staff etc., provide the same or very similar services.

What could workplace counsellors bring to this skills-market that these other professionals could not? Well, it seems that in respect of individual clients, that workplace counselling is probably effective, (McLeod 2001 and many others). This allows us to wonder if workplace counsellors could increase their effectiveness if they were to develop and to expand their discipline's skills and knowledge base and use any such advances to stake out a claim in these emerging "counselling plus" professional territories. It is an essential part of their professional training that counsellors must develop extensive intra-personal skills that help them to strengthen and improve interpersonal relationships, (Connor 1994; Dryden & Feltham 1994; Wheeler 1996). This would suggest that as most of these enhanced counselling activities appear to be highly dependent on creating and maintaining effective interpersonal relationships, then workplace counsellors could make important and unique contributions to organisational emotional/psychological health.

However, at the time of writing this Article, (January 2004), my investigations had only suggested that developing workplace counselling, as a new professional specialisation, was a possibility. I had yet to provide evidence that:

- a) It could be done
- b) That it should be done
- c) That the likely stakeholders wanted it to be done

Therefore I decided to consider what the various stakeholders might want, (Investigation Phase 3). These stakeholders included:

- i) Those who might employ workplace counsellors
- ii) Those who might want to train as workplace counselling specialists
- iii) Clients, (organisations or individuals)

A significant group of opinion formers within the workplace counselling community, (20 senior practitioners including EAP Managers from the major UK agencies – Claringbull 2003), were of the belief that workplace counsellors should become much more rounded Professional Specialists. The EAP Agency Managers were very clear that:

"Counselling must rapidly mutate to meet the EAPs emerging needs. If it doesn't, counselling might not be included in the next generation of Psychological and Organisational Services that they [EAP Agencies] plan to offer employers".

(Observation by the MD of one UK-wide Agency 2003 – identity withheld)

The combined outcomes of Investigations Phases 1 & 2 indicated that a more extensive enquiry into the future development of workplace counselling as a professional specialisation had become necessary. In order to facilitate that process I carried out Investigation Phase 3: a pilot study – see next chapter

CHAPTER 7: Investigation Phase 3 – Pilot Study

CHAPTER 7 - Investigation Phase 3: a pilot study

REPRODUCED IN FULL IN APPENDIX 'C'- ADDENDUM VOLUME

Presented at the BACP International Research Conference, May 2004

A FOURTH WAVE IN WORKPLACE COUNSELLING ITS PROFESSIONAL SPECIALISATION?

[7.1] **SUMMARY**

This was a Pilot Exploration comparing the counsellor-training and counselling-skills development needs of the Employee Assistance Programme Agencies and their organisational clients with the Workplace Counsellor training that was then [2004] currently available in the UK Higher Education Sector.

- a) 11 Employee Assistance Programme, (EAP), Counselling Services Managers, (stakeholders), servicing over 5 million individual clients, were interviewed using a purpose-designed questionnaire, (see sub-Appendix C1 Addendum Volume). The results were examined using Content Analysis, (c.f. Neuendorf 2001), combined with simple descriptive statistics.
- b) Anecdotal evidence from informal comments made by Human Resources Consultants, Occupational Health Specialists and Organisational Managers, (50+ individuals, was collected by me in the form of confidential case records, (1995-2003), during routine consultancy operations. This was used to provide informal triangulation testing of the interview findings.
- c) I undertook a survey of the then current UK Higher Education, (HE), Institutions offering Workplace Counselling training courses, (sub-Appendix C2 Addendum Volume).

This investigation suggested that:

- 1) EAP Agencies, (and their organisational customers) want counsellors who: -
 - ✓ Provide Added Value to workplace counselling
 - ✓ Are business aware

- ✓ Understand the use of counselling methodology as a management tool
- ✓ See the needs of the employer and the worker as equally important
- ✓ Understand organisations, their dynamics and their cultural structures
- ✓ Offer a wide range of psychotherapeutic and psychological services
- 2) The workplace counsellor training provision currently available in the UK, [2004], is limited and may not yet be sufficiently structured to adequately meet these demands

[7.2] OBJECTIVES AND FINDINGS

Investigation Phase 3 had three objectives: Firstly, to find out more about what, if anything, Workplace Counselling Service Managers, (stakeholders) found lacking in workplace counsellors. Secondly, and equally importantly, to discover what, if any, additional skills the EAP Managers would like their counsellors to have. Thirdly, to find out if the available, UK, workplace counsellor training meets those requirements.

The Service Managers said:

- a) That workplace counsellors
 - ✓ Did not seem to understand the need to provide demonstrable added value for employers investing in counselling
 - ✓ Are not very business aware
 - ✓ Seem reluctant to consider when the needs of the organisation might overtake those of the individual client
- b) That with appropriate training, workplace counsellors could usefully expand the range of services that they offer employers and their employees. The Managers believed that key areas in any future training programmes should include:
 - ✓ <u>Cluster 1:</u> Organisational awareness, dynamics, systems & issues; Understanding the world of work; Awareness of different and differing workplace cultures and environments; Putting counselling into context
 - ✓ Cluster 2: Ethical issues/dilemmas around the 3-way contract; Understanding

the dual client-employer relationship; Confidentiality & law; Employer best practices (HR, employment law, discipline etc)

- ✓ <u>Cluster 3:</u> Client assessment; Mental Health assessment; Risk assessment;
 Risk management
- ✓ <u>Cluster 4:</u> Critical incident work; Time-limited therapy; Mediation work; Stress analysis

The Available Training in Higher Education in 2004

The EAP managers interviewed in this Investigation believed that specialist workplace counsellor training is a logical professional development for experienced and properly qualified counselling practitioners. This suggested that it would be useful to plan any such training as a postgraduate enterprise. I therefore confined my search for the then existing workplace-counselling courses to the Higher Education postgraduate sector. In May 2004, my researches identified only the University of Bristol as offering an open-access, postgraduate training programme for workplace counsellors. By October 2005 the University of Southampton had started to develop its own workplace counsellor training programme but one that is very different in intention and design from the Bristol course, (see p75 and Part 3).

[7.3] EVALUATING THIS INVESTIGATION

As part of this investigation, I interviewed 11 EAP managers who were responsible for providing a service to some 5.1 million employees and their dependents. As we know that in the UK at least some 6 million such potential clients have access to EAP counselling, (Beer 2003), then it can be argued that my data gathering covered a sufficiently representative sample of major opinion formers within the EAP community. However the data gathering from these managers did have two important methodological weaknesses. Firstly, the interviews were not taped and so only my interpretations of the themes to be found in the content are available. Secondly, my supporting triangulation evidence, although useful, is also largely anecdotal and exists only as my private case reports. Therefore my research integrity as defined by Bond (2004; p7) must rely on what Bond calls a "... firm commitment to striving for fairness and honesty".

Nevertheless, even bearing in mind these methodological issues, it can be argued that when the results of this Pilot Study are combined with those from Investigation Phase 1, which I have described as being a pre-pilot study, then the totality of these outcomes do have sufficient face validity to justify further, more rigorously-based, enquiry. One of the important heuristic outcomes from this Pilot Study, (p43), was to help formulate the questions to be asked, (Peat et al 2002). Therefore, when the outcomes of Investigation Phase 4 are considered in Chapter 8, it is arguable that this investigation's conclusions translate from being interesting but weakly supported into being more heuristically helpful.

Investigation Phase 3 provides grounds for suggesting that the EAP Agency Managers believe that the current skills/abilities/knowledge-levels of their practitioner affiliates need to be significantly enhanced. They clearly said that they would prefer their workplace counsellor recruits to have had further and specific training in the additional counselling. organisational awareness and consultancy skills that would be of major use to the EAPs and their corporate clients. Therefore, if workplace counsellors are prepared to think beyond counselling's traditional boundaries and to enhance their professional specialist education, they might be better able to respond to their potential employers' current and future needs. Such an emerging group of counselling specialists might be better equipped to provide the levels of real added value sought by industries/employers/organisations who are considering new, or maintaining existing, investments in Workplace Counselling and EAP Agency services, (Kinder 2003b). As part of the process of considering what sorts of training could be offered as a contribution to the creation of these workplace counselling professional specialists, it might be useful to pause and more fully evaluate just what sorts of training are currently available at all levels, (postgraduate and below), and to think about the issues involved in devising a training curriculum that would satisfy the needs of the various styles of EAP Agencies that might eventually employ these new practitioners.

[7.4] EXISTING TRAINING PROGRAMMES

In my subsequent enquiries I have found that the training of workplace counsellors seems to be a somewhat randomly organised process. Carrying out a Google-based Internet search, (2005), quickly shows that in the UK there are numerous Workplace Counselling short-course training programmes currently on the market. However, they all appear to be individually demand-generated to meet short-term organisational needs.

Internet searching also shows that most of these training schemes are privately provided by commercial consultancies, private consultancies and by professional bodies such as the Chartered Institute of Personnel and Development, (www.cipd.co.uk), or the American Society for Human Resource Management, (www.shrm.org). They all offer various sorts of individually tailored, training packages to workplace counsellors and to employers. These include general counselling skills and specific training aimed at such issues as stress reduction, addiction, absence management, critical incident debriefing etc. However, all of these programmes give the impression of being bolt on, short-term, schemes, which only serve to augment the skills of the individual practitioner to respond to context-specific, one-off, workplace issues. There is no evidence of a commonly agreed, linking or underpinning, theoretical base for workplace counselling practice either as a profession or as a service and this is unsurprising, as it is arguable that such a philosophical stance or professional discourse has not yet evolved, (Walton 1997).

[7.5] THE WORKPLACE COUNSELLING SPECIALISTS' LIKELY EMPLOYERS

Many authors, (Franklin 2003; Kinder 2005; etc.), have highlighted the need for the development of all sorts of allegedly special, or even specific, workplace counsellor skills. When considering what sorts of training to offer it is also necessary to consider what sorts of workplace counselling services will the new specialists, should they evolve, find themselves advising? Who will employ them? Many practitioners have described various one-off examples of what workplace counselling can, and usually does, generally achieve, (e.g. Hughes' Anthology 2004; etc.). In addition, they describe many types of workplace counselling services that have been tailored to meet the needs of particular organisations. Does this imply that workplace counsellor training should be fragmented in order to satisfy context-specific demands?

Workplace counselling services that might employ specialist workplace practitioners vary in terms of provider type, organisational location, referral system and purpose. Some examples of counselling service variety, and their differing purposes, are set out in the following table on page 56 and in the accompanying explanatory text.

Table B

EMPLOYER	SERVICE LOCATION	PURPOSE	PROVIDER	REFERENCE
Royal Mail	Employee Health Services	Psychotherapy + Health care + Welfare	External	Kinder & Park (2004)
Shell plc	Human Relations	Counselling	Extemal + Internal	Donnelly (2004)
Bath Royal Hospital Trust	Counselling Service Section	Counselling	Internal	White (2004)
Lothian Police	Staff Welfare	Counselling + Critical Incident Management	Internal	Millar (2004)

- a) The Royal Mail has subsumed workplace counselling into its more general, outsourced, Employee Health Services and offers different psychotherapeutic services, including vocational rehabilitation, according to either need, or whether the client self-refers or is referred by a manager, (Kinder & Park 2004).
- b) Shell Plc deals with counselling service access difficulties that arise from its very widespread operational structure by using an In-House/External Provider mix, (Donnelly 2004), situated within its Human Relations Services.
- c) The Bath Royal United Hospital Trust has a self-referral, tightly boundaried In-House service for all employees. These boundaries, usually between the Counselling Service, and Occupational Health, are never breached without the client's consent, except in emergency situations, (White 2004).
- d) The Lothian & Borders Police provide an In-House, Staff Welfare-based Service. Front-line police officers and support staff often face traumatic situations and so the Welfare Officers, many of whom are trained counsellors, provide essential help with Critical Incident stress management, (Millar 2004).

It appears, however, that these examples, no matter how successful the resultant services might seem to be, are arguably only relevant to the particular set of circumstances pertaining to that particular organisation at that particular time. For example, all these services have considered the ethics involved in disclosure/confidentiality issues and have arrived at differing answers. For example, in the Royal Mail Counselling Service confidentiality is widely located within the Welfare Team whereas in the Bath Hospital Counselling Service confidentiality issues are tightly held by the individual counsellors. If workplace counselling is to become a professional specialism, one with its own discipline-centred discourse, then we may well need to develop an overarching theoretical model that can encompass the diverse needs of the various types/styles of workplace counselling services currently available.

[7.6] USER SPECIFICITY

This tendency for bespoke counselling services to be mainly applicable to the specific user organisations appears to be further supported by the way in which workplace counselling seems to have evolved in a series of possibly unconnected developments from its original workplace-welfare based roots. For example:

- i) The Ford Motor Company in 1914 introduced a welfare service that was only targeted at reducing the high staff turnover that was the believed to result from their employees' social problems that often arose from influences that were centred outside the workplace, (Carter 1977).
- ii) At their outset, (1900's), the EAPs focus was on management-based solutions to worker/organisation relations, (Carroll 1996). It was not until the late 30's early 40's that employee mental health came to be considered and even then only as a facet of the medical model of mental disease and organisational dysfunction, (McLean et al 1985).
- iii) In the USA, EAPs were often set up only to deal with employee substance misuse and this trend continued until very recent times, (Steele & Trice 1995). In the middle of the last century, the emphasis of the EAPs was very much on substance misuse, managing workers, disciplinary issues and structuring the work environment, (Lee and Rosen 1984).

It was not until the late 1980's that workplace counselling, as we would recognise it today, began to be extensively provided by employers and this seems to be not so much a planned evolution but more of a reaction to the emergence of specific problems. For example, the Boots Company began a counselling service in response to two employee suicides, (Coles 2003) and the Post Office began to offer counselling as an antidote to employee stress, (Tehrani 1997). This leads to the view that the overall provision of workplace counselling seems to have arisen from a series of uncoordinated and unplanned events. Furthermore, my personal correspondence with researchers in Australia, (Biggs 2004); Hong Kong, (Hing Tham 2005) and the USA, (Ford 2005) suggests that this randomness is an international phenomenon. There does not yet appear to be any organisation to the purpose or the body of knowledge that could, or even should, shelter under a workplace-counselling umbrella.

[7.7] DEVELOPING WORKPLACE COUNSELLOR TRAINING

However, even bearing in mind the difficulties discussed in paragraphs [7.6] & [7.7] above, my investigations so far indicated not only that workplace counselling should become a professional specialisation but also that the key to this process would be appropriate levels of training for its practitioners. The problem that next needed answering was to consider just how to train them and to train them to do what? It is my argument that now is the time to create new types of theoretical counselling models and devising new types of counsellor educational programmes to meet those needs in ways that rise above the constraints of individual service styles and user-specificity. The logical outcome of such a process could be establishing workplace counselling as a Professional Specialism. The evidence available at that time, (2004), was tending towards such training as being a function of higher education. This is especially apposite if workplace counselling is to emerge as a recognised profession, as it has been suggested, (UKCHE 2002) that the complexities of employment in the modern world require a high level of intellectual sophistication, and this has generated a pressure for ever higher levels of qualifications.

[7.8] FURTHER SUPPORT HIGH LEVEL WORKPLACE COUNSELLOR EDUCATION
Since Investigation Phase 3 was carried out, an important issue has come to the fore
concerning general counsellor training in the UK. The Government has announced its
intention to expedite the Statutory Regulation of the counselling and psychotherapy

professions. Ministers have stated that they are firmly against the proliferation of regulatory bodies and have ruled out the possibility of a separate Psychotherapy Council, (Health Professions Council 2004). The Government's intentions are that counselling will become a Regulated Profession during 2007/8 and that the Health Professions Council, (HPC), will manage this process, (Aldridge 2004 & 2006). At present there are 13 Heath Care professions registered with the HPC. Of these, 12 are degree-entry only and the 13th health care profession on the Register, (Paramedics), is in the process of becoming so, (HPC website http://www.hpc-uk.org/). It is therefore quite possible, that in the foreseeable future, that counselling will also become a degree-entry profession. If the basic counselling qualification were to be at first-degree level then it follows that counsellors looking for career development will need to consider further training at postgraduate-level. It can therefore be argued that if workplace counselling is to become a post-initial qualification specialisation for counsellors then training workplace practitioners will probably be best delivered as a postgraduate activity.

[7.9] WHAT NEXT?

The results of this investigation, when considered in conjunction with these later overall reflections on my work, led me to perceive the need for Investigation Phase 4. This investigation lies at the heart of my enquiries and forms the main foundation for my argument that it is now necessary, and indeed possible, to create a new counselling discipline, that of the Workplace Counselling Professional Specialist. However, Investigation 4 goes much further in that it enquires into ways of achieving such a goal though specially designed training programmes. My report on Investigation 4, and on the conclusions that I drew from it, were presented as a paper at the BACP 11th Annual Research Conference, May 2005. That paper is set out in full as "Investigation Phase 4; the main enquiry" in Chapter 8 following.

Chapter 8: Investigation Phase 4 – the main enquiry

CHAPTER 8 - Investigation Phase 4: the main enquiry

MAKING A DIFFERENCE TO WORKPLACE COUNSELLOR TRAINING

This paper was presented at the BACP International Research Conference, May 2005.

[8.1] ABSTRACT

My previous research, (Claringbull 2004), suggested that providing specialist practitioner training might be a useful contribution to the future development of workplace counselling. The research described in this report offers further support for this possibility and finds evidence to suggest that offering a postgraduate MSc programme might be a useful way of delivering such specialist counselling education. Evidence-based suggestions for appropriate syllabus content and learning outcomes for a Workplace Counselling MSc were identified. This investigation also prompted speculation about new ways of modelling workplace counselling, (see Chapters 9 & 10). The research was carried out in three interdependent stages:

<u>Stage 1:</u> A Group Discussion was held with 38 members of the Employee Assistance Professionals Association, (Including the representatives from 14 EAP Agencies and 10 experienced, independent, practitioners), about their attitudes to the development of recognisable, benchmarked, Workplace Counsellor Qualifications.

<u>Stage 2:</u> An Action-Research investigation into design and validation issues in providing Workplace Counsellor postgraduate training programmes was conducted within the setting of a major UK university. The action research approach used through out this Project was used to link the Stage 2 outcomes with the Stage 3 enquiries.

Stage 3: Individual Interviews were undertaken with 11 EAP Managers, (8 External Providers and 3 In-House; not those used in Investigation Phase 3). These Managers were asked to evaluate if some emerging proposals for the postgraduate training of Workplace Counsellors would be likely to match their needs. Content Analysis, (Krippendorff 2004; Neuendorf 2001; Riffe et al 2005; amongst many others), was used to investigate the data. Again, action research was use to link the Interview outcomes back to the Stage 2 course design process, (see page 66).

These enquiries indicate that: -

- a) EAP Providers, (stakeholders), want workplace counsellor/practitioners who:
 - i) Have quality-assured, post-accreditation, training in Workplace Counselling
 - ii) Have the proven specialist knowledge, combining the relevant interpersonal skills and the organisational awareness necessary, to deliver consultancy and advisory interventions targeted at promoting psychologically and emotionally healthy workplaces.
- b) EAP Providers view the specialist education/training of Workplace Counsellors as being a Postgraduate Level Activity
- c) EAP Providers would more value Workplace Counsellor Postgraduate training programmes in which they had some ownership of the design and delivery
- d) Significant, but resolvable, strains arise between academia and commerce over competing needs when designing Postgraduate Workplace Counselling Courses.
- e) That developing some new Stakeholders Workplace Counselling Models would be useful. Suggestions from the EAP Managers that might help to drive such a process are included in this report

[8.2] RESEARCH STAKEHOLDERS

My earlier research, (Claringbull 2003 & 2004), identified not only a number of professional groups who might have an interest in the future of workplace counselling but also a number of opinion formers within those groups with whom I could collaborate in this Investigation. In broad terms, there are a number of Stakeholder Groups, (service mangers, therapists, counselling teachers, counselling supervisors, counselling clients, organisational employers, occupational health specialists and so on), who are potentially involved in any developments in workplace counselling. However, in my research I am mainly concerned with three central and specific sets of Stakeholders. These are:

- A) The EAP Managers who might employ the workplace-counselling specialists
- B) Those who might train these specialists, (the validating university and its academic staff)
- C) The workplace-counselling specialists themselves

In this report I shall be chiefly concentrating on exploring the needs of the EAP Managers, (Stakeholder Group A), who might eventually employ workplace counsellor specialists, as well as identifying and complying with the requirements of the Validating University, (Stakeholder Group B), if it were to offer a suitable post graduate training programme. Working with these two independent drivers is a complicated, intertwined, process and this is another reason why my enquiries necessarily remain based on a continuing, collaborative, action-research approach. However, I intend to defer obtaining and analysing any possible inputs from Stakeholder Group C, (the new specialist practitioners), until my planned future investigations are undertaken into the development of the new MSc programme as it is delivered. It might even be that part of the answer to a very basic question, "what is workplace counselling?" might come from knowledge yet to be gained by the new workplace-counselling specialists themselves as they practise their profession.

[8.3] A ROAD MAP FOR THIS INVESTIGATION

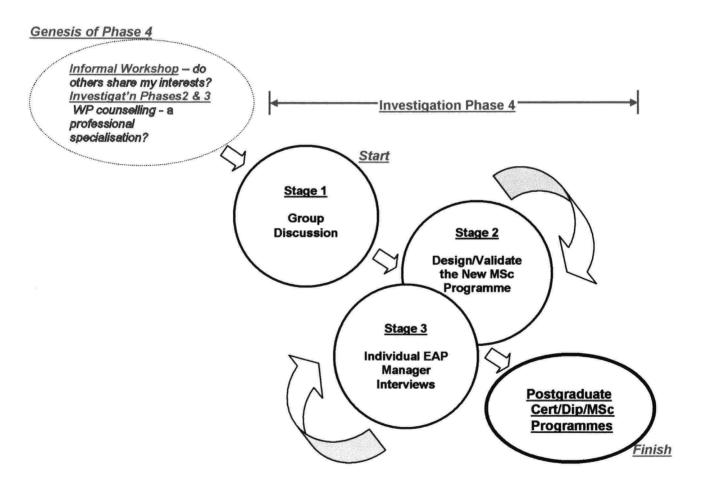
My 2003 and 2004 Investigations supported the argument that providing postgraduate training for specialist Workplace Practitioners was probably a logical and necessary step in the development of counselling. This proposition was further tested during Stage 1, (the Group Discussion), of this Investigation and further support for this view was found. Stage 2, (MSc Design and Validation), and Stage 3, (the Individual EAP Manager Interviews), were carried out in parallel with each other. Stage 2 was the design and validation process that eventually produced the MSc Programme summarised later in this Report and more fully detailed in Part 3 and in Appendix G – Addendum Volume. During Stage 3, (the EAP Manager's Individual Interviews), the proposed MSc programme's structure, learning outcomes and syllabus content were further and collaboratively examined, tested and where necessary reconsidered, in response to the feedback obtained from my participants.

This paper is a report of a series of interlinked enquiries, with fuzzy inter-enquiry boundaries, that I have already described as having been carried out under three headings: -

- A Group Discussion with 38 members of the Employee Assistance Professionals Association, (EAPA)
- Exploring issues involved in setting up new masters-level, workplace counsellor training programmes
- A series of individual interviews with the Managers of 11 Employee Assistance Programme, (EAP), Providers.

These enquiries, and the analysis of their outcomes, took place as an interconnected, iterative, process, each part of my investigation feeding off, and being affected by, the other enquiries. The following diagram illustrates this process:

Figure 4
Road Map of Investigation Phase 4



[8.4] RESEARCH PROCESS

This Investigation took place in three interdependent but interlinked stages. However, over time, my research accomplices, (UK EAP Chapter members; EAP Managers; senior university academics), became more involved and integrated into the research process, its outcomes and its applications and so their individual inputs became more and more important. Therefore, my action-research methodology, (discussed in Part 1 of this Volume), was increasingly influenced by the Participatory Action Research, (PAR), paradigm, (Whyte, Greenwood & Lazes 1991). In other words, it is possible, even probable, that all members of the research community, including the researcher, could potentially benefit from the research.

An advantage of PAR is that the users of the research all have commitment to the investigations because their integral involvement in the design of the process lends the findings a context-based level of face validity that is relevant to them, (O'Neil et al 1999). Further the concomitant supportive and reviewing/rechecking environment reduces the potential for a lone researcher to make unrealised blunders, (Walker 1993). The disadvantage of PAR is in effect a public credibility issue. Historically, its proponents have been vocal in describing it as being a socially deconstructivist approach to research and its applications, (Kemmis & McTaggart 2000). This might mean that its apparent heuristic value might be conflated with revolutionary ideology. In this research PAR is used because the enquiry style respects all the participants and depends on their inputs, (Hoshmand & O'Byrne 1996), and so its usefulness depends on how the participants value its outcomes.

[8.5] THE GROUP DISCUSSION – Investigation Phase 4 - Stage 1

Introduction

As a result of the interest generated by my Conference paper, (2004: A 4th Wave in Workplace Counselling – Its Professional Specialisation? See Investigation Phase 2), I was invited to present it to a meeting of the UK Chapter of the Employee Assistance Professionals Association, (EAPA). Internationally, the EAPA has over 93 Chapters worldwide, (www.eapa.com). There were 38, self-selected, delegates present, including 14 UK EAPA Agency Managers. As a telephone-based, follow-up, survey of the EAP

Managers present indicated that collectively, they alone were responsible for providing workplace counselling services to over 6 million clients, it can be claimed that my audience/participants offered a reasonable representation of the current thinking prevalent in today's UK EAPs.

After the presentation I led a Group Discussion with all those attending and we considered the central proposition that had emerged from my earlier research, which is that workplace counselling should be a postgraduate-based specialism. I used simple, impromptu, consensual analysis, to crystallise out the sense of the meeting and I checked out my interpretations with those present by means of a collaborative flipchart exercise. I also carried out a post-meeting check with the then EAPA Chair, and four of the EAPA Executive Members, all of whom had been present. They supported my overall impression of the general thrust of the Discussion.

Group Discussion results

Three major trends, (c.f. my earlier work), emerged during the Group Discussion: -

- 1) Various speakers indicated that they believed that workplace counsellor training in the UK is both patchy and inadequate. The EAP Managers in particular subscribed to this viewpoint. They felt that they could never be sure just what sort of practitioners they were actually getting when they tried to recruit suitable people. No one dissented from this view.
- 2) The EAP Managers all agreed that it would greatly ease their recruitment problems if they could select from a pool of counsellors who had a nationally recognised, quality-assured, workplace-specialist, qualification. They also indicated that they would feel much more confident about a qualification process in which they had some ownership. In other words they wanted to be consulted about, and involved in, the design and delivery of the training programme.
- 3) The EAP Managers believed that workplace counselling should only be an activity for experienced practitioners and that the skills level required would probably equate to postgraduate levels of professional development.

It is arguable that these findings are impressionistic. They have not been verified by similar enquiries of other groups of stakeholders although it is doubtful however, if a different set of uncontaminated stakeholders could be located. Nevertheless, when placed in context, the Group Discussion results were more than relatively fragile, impressionistic, outcomes as they sufficiently represented the overall position of the main UK EAP organisations to the extent that they could be justifiably used to inform Stages 2 & 3 of this Investigation.

[8.6] DESIGNING AND VALIDATING A NEW WORKPLACE COUNSELLING MSc Investigation Phase 4 - Stage 2

In parallel to all of my enquiries reported earlier, and also in parallel with my carrying out the research for this paper, I had also been making some proposals to the relevant authorities at my own University for establishing some new, purpose-designed, Masters Level Programmes in Workplace Counselling. These programmes are described in more detail in Part 3 of this Volume and Appendix H – Addendum Volume of this Report. I offered a series of proposals that I hoped would eventually meet the varying requirements of the EAP Managers, (Stakeholder Group A) and those who would train them, (Stakeholder Group B).

Each time that I offered some proposals all of the various participants came back to me with new information and new demands. These demands then had to be incorporated and re-incorporated into my work and the new proposals then had to be submitted for participant comment and/or approval yet again. Eventually I arrived at the course design shown in Table D on page 75. This is now a validated MSc programme that will begin recruiting in October 2006. It is a programme design that can, and indeed will, be tested out in reality as the new MSc is delivered. This future testing, programme refining, retesting and re-refining will be a continual process that will underpin much of my future workplace counselling research. The course content is as close to the known requirements of its potential employer stakeholders, and those of the validating university, as I am currently able to achieve. This was ascertained by checking directly with a representative sample of stakeholders during Stage 3, (the Individual Interviews phase of my work), which is set out next in this Report.

I consulted a sample of EAP Provider Agencies about what appropriate workplace counsellor training should include. This participant sample was selected by my approaching EAP members from the UK EAPA list. I asked those contacted to take part themselves, and also to suggest further contacts. This was especially important in locating the In-House Service contributors, as these services are not usually EAPA members. The External EAP Agencies consulted in this Investigation covered a 4/5 million strong potential client-base and the In-House Services consulted offered counselling to about 0.75 million employees and their dependents. It is therefore reasonable to assume that my participants were generally representative of current UK workplace counselling service provision. The consultations/interviews were carried out by using my initial programme designs as a template, and then inviting the stakeholder participants for their comments.

The Questionnaire used in this part of my enquiry, (see Appendix E – Addendum Volume), was derived in part from the operational assumptions that I made about the programme structure; in part from the results of Group Discussion; and in part from my earlier enquiries and observations. It was used as a loose framework to guide my "respectful, egalitarian enquiry", (Hoshmand & O'Byrne 1996).

In effect the interviews were actually "conversations between equals", (Whyte 1991). The Questionnaire merely set the tone of the interview; it did not control or direct the process. The issues that had to be discussed with the interviewees are complex and therefore it was likely that the results would be more valuable if the participants had sufficient pre-interview thinking time. Therefore, some 10 days in advance, each interviewee was sent a copy of the Questionnaire, an extract from Appendix G describing the proposed Workplace Counsellor Training Programmes and a copy of the Taped Interview Consent Form, (Appendix D – Addendum Volume).

These interviews were taped, transcribed and then analysed using a basic form of Content Analysis. A full set of Interview Transcripts, together with my analyses of them is given in the Addendum Volume. The original tapes are available if required.

[8.8] INDIVIDUAL INTERVIEWS - SUMMARY OF RESULTS

Note: Page Numbers, (P21, P49 etc), refer to the location of the quote/reference in the Transcripts Section of the Addendum Volume. The following response extracts are highlighted in colours that correspond with similarly highlighted text in the Transcripts.

Question 1: My investigations to date indicate that Workplace Counsellors with a recognised and validated, postgraduate qualification would be attractive to potential stake-holding employers providing that the employers had a role in its design and delivery.

a) Do you agree? The overall consensus was a very emphatic "YES!"

P58/59

Yes definitely. If I was a manager employing workplace counsellors, what I would be looking for is first of all a solid counselling qualification and training first of all, what ever the orientation is, but then secondly on top of that a postgraduate qualification in workplace counselling, or organisational dynamics, you know the position of the counsellor in the workplace; a course that would actually thoroughly explore that in depth.

b) If you do agree, what input would you like to see from the stakeholders?

Most of the participants wanted to see selected staff from current EAP Service Providers appointed as Visiting Lecturers so that students could learn about the realities of Workplace Counselling as actually practised at the time. They all felt that it was important to link the stakeholders into all parts of the MSc Programme from its initial inception to even perhaps seconding students on to placements.

P70

I'd certainly like us to be consulted and I think as well that bringing in guest lecturers speakers from organisations brings current issues, very real current issues straight into the minds of students and I think as well that if you do you can flesh stuff out with them. If you've got a current provider they can field questions in almost real time with students and talking things right through. You may start off talking about one angle of a problem or solution but you can flesh out all the different angles. I think that would be very useful.

Question 2: What do you feel that you personally could contribute to the design and delivery of a postgraduate workplace counsellor training course?

All of the participants were eager to lecture and teach on the topics/subject areas that were of particular personal interest to them, (e.g. Brief Therapy; Trauma Work; Business Awareness etc.)

I would be happy to contribute to the design and delivery. I suppose personally, one of the things I would be quite interested in doing would be looking at how the counsellors get to grips with the organizational culture, and looking at how that impacts what employers are going to be looking for from their employees, and looking at the impact on how clients presenting issues might be shaped by the work-based culture, and also whether actually they're in the right job.

Question 3: I have set on a separate sheet the likely structure of a new Workplace Counselling MSc course. Please comment on it as follows: -

i) The overall content

All agreed that it appeared appropriate but that "the devil was in the detail". They especially welcomed the fact that the programme will be delivered in 1-week blocks, as this would make it much easier for them to support any of their own staff who wanted to attend any given Unit

P64

No, well I looked at it and I had no sort of problems with it .I couldn't see any reason why that shouldn't work, or why that sort of structure shouldn't be appropriate.

ii) The individual units

Generally OK: The idea of eventually having a choice menu to include some "Stand Alone" Specialist Units was welcomed as a way of responding to varying demands from the employers.

P57

The way this will work is they'll be delivered in 1-week blocks. I always think that's a good idea, that's what I did in my degree. You could choose the modules you want to do as well to make you the specialist you want to be within workplace counselling.

iii) Is the programme sufficiently inclusive? Is there anything that could be added to the proposed programme or that should be taken out?

Again, generally speaking all the participants were in overall favour with no specific items seen as either missing or unnecessary. Some of the participants made comments about additional material that could be included although this demand will be further examined as the course is "fleshed out".

Nothing jumped out as being something missing or something that I though God you've got nothing about in there which should be a key issue,

Question 4: Do you have a model of workplace counselling? If so, could you please describe it?

Lots of differing views: However, most of the participants wanted the needs of the organisation to become as central as the needs of the individual client In addition, all of my responders felt that the existing, or expected, skills range or the types of services offered by many current workplace counsellors is far too narrowly based.

P69

Yes an organisation framework and an understanding...I mean a lot of counselling avoids the context within which the client operates so...especially for workplace counsellors who actually recognises that context and not just ticks the box but pays attention to it and tries to understand it.

Two specific and unlooked for findings emerged:

a) 5 of the participants strongly emphasised what they saw as being the central importance of the role of the EAP Management Team in the interactions between the workplace counsellor, the individual client, the client's employers and the Providing Agency. This led to the concept of the "Case Manager Centred Model" of workplace counselling and this is developed in later in Part 3 of this Project Report.

P54

So really for us the case manager is absolutely central. I know we tend to do a very hands on role as far as our case management team are concerned but our affiliates, if you like, are managed by that particular team and that if you like is the model and that is what protects us and helps to keep out affiliates wised up to note taking, work with the client etc.

b) One participant proposed an "Orbits Model" of workplace counselling, and this concept too is developed further in Chapter 9.

P91

I think of us as a kind of satellite or a moon that's going round us like the earth, so we're in its orbit but we are separate from it. We need to be connected...so there's no sort of physical ties in your model but the moon is 'captured' as it were by gravity.

Question 5: Any other comments

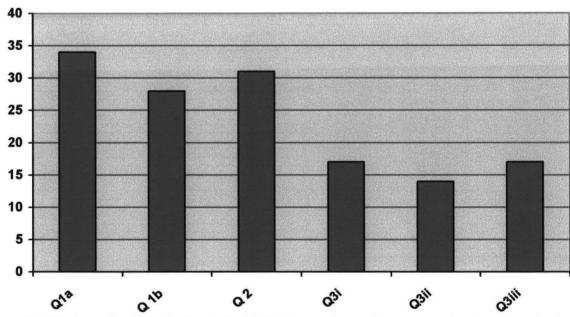
Generally very supportive of the proposed WP training programme.

Two interesting comments: (see transcripts P92 & P55)

- 1) HF: ... there may be a need to specifically train those who would be the managers of workplace counsellors. In other words, if there is a need to train the workplace practitioner at a postgraduate level then equally there is a need to similarly train those counsellors' managers".
- 2) AP: This participant likened managing counsellors to being rather like "herding cats"! A sobering thought for anyone facing the extremely daunting task of proposing to train a new breed of specialist workplace "counselling cats".

Figure 5
Investigation Phase 4 - Results Histogram





- Q1. My investigations indicate that WP Counsellors with a recognised postgraduate qualification would be attractive to potential EAP employers
 - a) Do you agree?
 - b) Should EAP stakeholder input be included in the design and delivery of PG training?
- Q2. Could you personally contribute to the design and delivery of a PG programme?
- Q3. Is the suggested course content acceptable?
 - i) Overall?
 - ii) In terms of the individual Units?
 - iii) Is the programme sufficiently inclusive?

[8.9] DISCUSSION OF RESULTS

The above table is only indicative. It was derived by a simple arithmetic count of the numbers of relevant responses found throughout the Transcripts in relation to the Investigation's Questionnaire. No attempt was made to rate the relevant importance of the highlighted remarks and it is quite possible that a different investigator could find different meanings in other parts of the Transcripts. However, what will not be found is any evidence of opposition to the central theme of these investigations, that workplace counselling should move towards being a postgraduate professional specialism.

At face value, these results do not offer purely objective support for the view that the proposed MSc might be a useful contribution to the future development of workplace counselling. What they are is substantial evidence that there is a strong subjective view within the EAP community that workplace counselling could, and should, be a postgraduate activity and that the MSc Programme described in this Chapter could be a significant contributor to this process.

There was a high level of positive findings in these interview outcomes. There were no negative outcomes and the only critiques of the proposed new MSc came from some of the participants, (see the transcripts in the Addendum Part), who wondered if certain areas of learning could be strengthened by including additional Units. For example;

Organisational Psychology: "...dynamics of management within the organisation" – (from Participant AS)

Business Practice: "... maybe... a core unit on management performance... working with charities... legal advice" – (from participant RT)

Evidence-based Applications: "...customer is saying what's your evidence base for this, give us some evidence-based practice..." – (from Participant KF)

Even when these critiques are taken into consideration, it is still possible to view these results as offering substantial backing for the new Propositional Knowledge generated in these investigations. This means that there is indeed a powerful case for arguing that the time has come to explore further the possibility that Workplace Counselling could, and indeed should, become a Professional Specialism.

[8.10] INVESTIGATION PHASE 4 - OVERALL CONCLUSIONS

In sum, these three investigations combine to give me solid ground for arguing that: -

Table C

Investigation 4 Findings

- ✓There is a general view amongst the service providers that workplace counselling should move towards becoming a postgraduate-qualified specialism
- √There is both a practice-need and a potential employment market for properly trained, postgraduate level, workplace-counselling specialists
- ✓Both EAP Agencies and In-House Counselling Service Managers would have much greater confidence in practitioners who held a recognised postgraduate qualification in workplace counselling
- √The course design set out on p75 and in Appendix G Addendum Volume is currently viewed by EAP managers as being likely to significantly contribute to producing the requisite, qualified Workplace Counselling Specialists
- ✓Organisations recruiting workplace counsellors would specifically be attracted to graduates of the masters-level, practitioner training programmes described in this paper

There were two further unexpected findings that were not as anticipated at the outset of my enquiries. In both cases these were some themes that a number of the participants, from both External and In-House Services, voluntarily and independently, interjected into their interviews. I have subsumed these findings under to two following headings: -

1) That any workplace counsellor training course should have inputs from practising workplace counsellors and/or workplace counselling service managers who are currently engaging with employing organisations. The participants were all agreed that it would be essential to include current practitioners as Visiting Lecturers in the Course Tutoring Team.

2) There was a consensus amongst my stakeholders that it is now time to review current workplace counselling modelling. Two new and interesting models, which are explored in Chapter 9 following, emerged from general discussions with the participants. These are a) *The Counselling Manager Centred Model* and b) *The Orbits Model*. These enquiries have also prompted me to speculate about some different new approaches to modelling workplace counselling, which are discussed later in Chapter 10.

[8.11] THE NEW MSc

As a result of the action-researched based, intertwined and intermingled enquiries undertaken during Stages 2 & 3 of this Investigation, a new, purpose-designed, Workplace Counselling Masters Programme has been set up and will commence next year. The Course Structure is shown Table D the following page and it has been validated in accordance with the requirements of the Quality Assurance Agency for Higher Education, (www.qaa.ac.uk), as based on the Dearing Report, (1997).

Table 2
MSc Programme
Structure

Masters Level Programme in Workplace Counselling

Students studying for a *Postgraduate Certificate* in Workplace Counselling will take the 4 Year 1 taught specialist workplace counselling units.

If students are studying for the *Postgraduate Diploma* in Workplace Counselling, they will take the 4 x Taught Specialist Units in Year 1 PLUS the 4 x Taught Units in Year 2

NB: The Workplace Counselling MSc is one of two counselling MSc's that are being delivered in parallel, (the other is an MSc in Counselling Supervision). All WP Programme units are taken in 1-week blocks. All 8 taught units can be taken in one academic year or individually as "Stand Alone" units

The $\emph{taught units}$ within the Workplace Counselling Programme are:

Year One: PG Certificate: (Workplace Counselling)

SW 6aa: The Roles of the Workplace Counselling Specialist	(15 M Level credits)
SW 6bb: Workplace Counselling Models	(15 M Level credits)
3. SW 6cc: Time-limited Counselling	(15 M Level credits)
4. SW 6dd: Stress Analysis and Management	(15 M Level credits)

Year Two: PG Diploma: (Workplace Counselling)

- 5. SW 6ee: The Counselling Researcher/Practitioner (15 M Level credits) (common to both the Workplace Counselling MSc and the Counselling Supervision MSc)
- 6. SW 6ff: Developing the Professional Counsellor (15 M Level credits) (common to both the Workplace Counselling MSc and the Counselling Supervision MSc)

 AND
- 7. SW 622: Reflective Practice <u>Transdisciplinary</u> Prof. Studies unit (15 M Level credits)
- 8. SW 623: Collaborative Practice <u>Transdisciplinary</u> Prof. Studies unit (15 M Level credits)

Year 3: Ms: (Workplace Counselling)

A Research-Based Dissertation on a Workplace Counselling theme (60 M Level credits)

CHAPTER 9 – Stakeholder inputs

[9.1] BACKGROUND

Many theoretical models of workplace counselling have been proposed, (Bull 1992; Guest 1998; Reddy 1997 amongst others), and some currently interesting models, (e.g. Coles 2003; Towler 1997), together with some thinking about possible new approaches, will be reviewed in more detail in Chapter 10. However, a major purpose in this Doctoral Project is to evaluate the existing models of workplace counselling practice and any emerging new theoretical concepts in terms of how they appear to relate to the development of training courses targeted at the promotion of workplace counselling as a professional specialism.

The two examples reported below are illustrations of a core principle in these investigations, reinforced by the action-research underpinnings, that acknowledges that all of the stakeholders, including the individual participants, contribute towards the research outcomes. Action-research process is at its most productive when it is a co-operative and iterative learning process and it is a process that continuously adjusts and re-invents the research, (Walker 1993). Co-operative, knowledge-gaining activities are potentially powerful in generating increasingly valid theoretical explanations, (O'Neil et al 1999), and the unlooked for emergence of the following two examples are good examples of this power and the power of my egalitarian methodological approach, (Hoshmand & O'Byrne 1996). Although these two suggested models currently lack testing or philosophical underpinning, their importance comes from the fact that they were driven by some innovative, experience-based, thinking that has emerged from within the EAP management community. These two suggested models emerged from specific suggestions made by two of the research participants and will be reviewed in terms of how they might contribute to the professionalisation of workplace counselling.

[9.2] A COUNSELLING MANAGER CENTRED APPROACH

During the Individual Interviews, (Stage 3 of Investigation Phase 4), it became very clear that the EAP managers all agreed on the importance of the Case Management Team. Both the In-House and the External Service Providers saw the Case Manager as being vital and central in any workplace counselling provision. A number of the participants

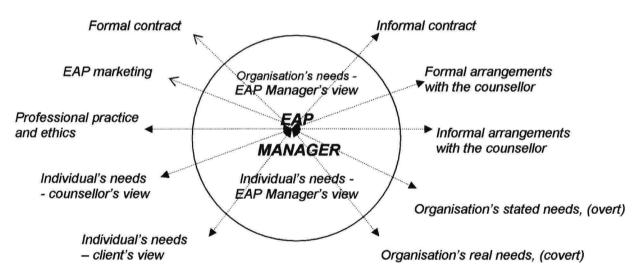
suggested that EAP Case Managers should always occupy a pivotal position in any workplace counselling model. One EAP Manager of an External Agency with 1.25 million potential clients, (AP – Addendum Volume P54), said:

"So really for us the case manager is absolutely central. I know we tend to do a very hands on role as far as our case management team are concerned but our affiliates, if you like, are managed by that particular team and that, if you like, is the model and that is what protects us and helps to keep out affiliates wised up to note-taking, work with the client etc. Because our case managers obviously have contact with our account management team as well... [as being] ...customer-facing so they very much are the safety net, they are the group of people that view constantly, on a session by session basis, what the affiliate is doing, the way that's being recorded, the impact of what they're doing with the client etc. ...It's how a case is managed that is essential... my idea of workplace modelling is all based on the central role of the Case Manager"

NB: My emphasis

These and similar comments, (see the Interview Transcripts), have encouraged me to explore how such a possible Case Manager Centred Model might be envisaged. The following diagram sets out one possibility: -

FIGURE 6
The Case Manager Centred Model



This model has the apparent advantage of relieving the counsellor from many of the routine administrative concerns, whilst linking both the counsellor and the therapeutic/consultancy provisions firmly into the client's overt and covert organisational backgrounds. However, its potential disadvantage comes from its emphasis on the power of the Case Manager, which might tend to diminish the autonomy of the individual

practitioner. As it has been suggested that autonomy is an essential attribute in the recognised professions, (Elliot & Hughes 1998), this model would not seem to be particularly helpful to a professional class of workplace counsellors.

From an EAP Manager's viewpoint, the advantage of this model is that a large measure of control is possible over the entire workplace-counselling scenario. The disadvantage is that this might become over-control and so disempower practitioners' creativity and ability to produce professional-level interventions and so diminish their professional status.

[9.3] THE ORBITS MODEL

A second suggestion from the participants also recognises the importance of the Case Manager but rather than placing that Manager always in the centre of the model, instead envisages workplace counselling as being a complex system of interacting forces in which the Case Manager and the individual practitioners have differing levels of importance that vary over time. This time the suggestion came from an In-House Service Manager with 55,000 potential clients, (HF- Addendum Volume P91), who said:

"I think of us as a kind of satellite or a moon that's going round us like the earth, so we're in its orbit but we are separate from it. We need to be connected because if we're not we don't know what's going on and that's something else ...you need to be politically aware and you have to find yourselves champions in the organisation because there's constant threats and competition for resources ...it's about being close enough from a strategic point of view but separate enough from the point of view of being able to maintain independence and partiality and confidentiality."

When this concept is applied to the sort of Orbits Model of workplace counselling that is illustrated on p80, Figure 7), a similar "planetary" system of interactive influences on the counselling and consultancy processes can be envisaged. The workplace-counselling stakeholders can be seen as influencing each other's social and emotional orbits in ways that resemble a stellar system. In this model there are a number of orbiting objects or roles, (the individual clients, their employers, the workplace counsellor, the EAP case managers and so on). Like a planetary system, these orbiting objects exert a complex psychological (gravitational) pull on each other. Equally importantly, the interactions between these various stakeholders will vary with time and the importance of the various influences from the emotional, psychological and social structures involved will also vary.

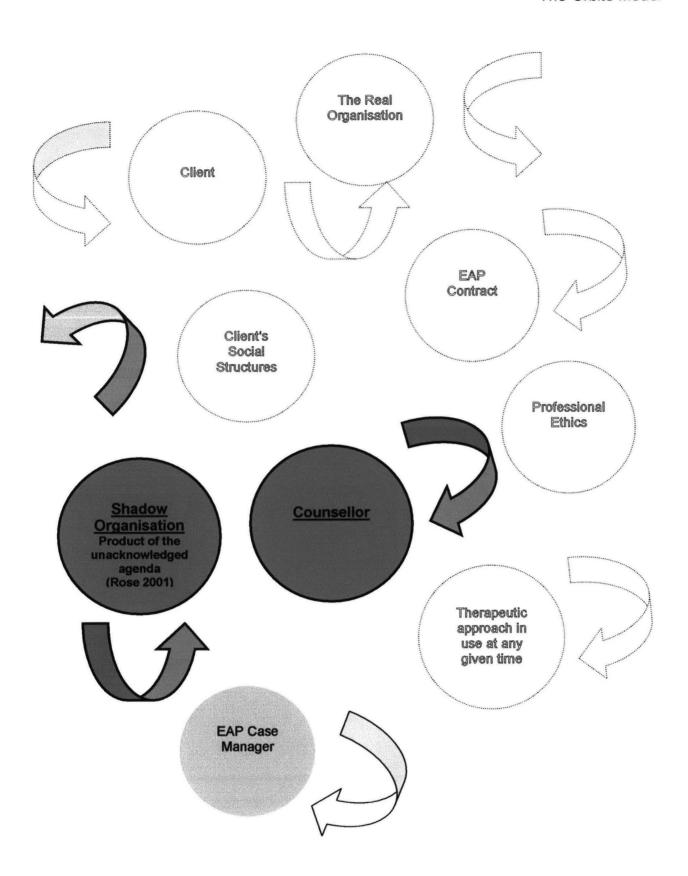
At first sight, the Orbits Model, (see Figure 7, next page), seems to be a very complex one, especially if attempts are made to include as many of the influential factors/stakeholders in workplace counselling as possible. However, it becomes a much simpler model if one essential core concept is understood - in the Orbits Model no particular orbiting entity remains either constant or central.

This model can be viewed from the perspective of any of the orbiting contributors according to the needs of the observer. This multi-faceted approach provides the workplace counsellor with opportunities to break out from any personal or professional constraints and to become temporarily free of any organisational or contractual restrictions and so emphasise the professional practitioner's ability to freely work in the best interests of all the relevant parties, (Hanlon 1998). By this means, any given "planet" can fade, (or be faded), out of sight and therefore only exert a reduced, or even nominal, influence. By acknowledging that some forces might become temporarily diminished, we can reduce this apparently overly complicated schematic to a simple 2 or 3-object model. It is a model that acknowledges the existence of the other forces but is not necessarily, or particularly, influenced by them. However, when these other forces become important, then they can become re-included while at the same time any newly redundant forces might be allowed to fade out of the picture.

In the following example, as the psychotherapeutic "planetary system" spins around, the Counsellor and the Shadow Organisation are currently in focus and the Case Manager is coming into view. The other psychosocial influences are still only in the background. This process is illustrated in the following diagram. The term "Shadow Organisation" refers to the notion of covert purposes embedded into the culture of an organisation, (Egan, (1994). Other ways of constructing an Orbits Model, ones that depend on identifying or rearranging the loci of influence are clearly possibly. For example, it might be that every participant "planet" has it own "Shadow Side".

Figure 7
Orbits Model

Figure 7
The Orbits Model



A potential advantage of the Orbits Model is that it enables the counsellor/consultant to concentrate on the main issues under consideration at any given time. It is not that the other issues cease to exist; it is just that they assume a greater or a lesser importance according to circumstances. In this aspect, the Orbits Model mirrors the client/counsellor relationship models often applied in integrative general-purpose counselling, (Clarkson 2003 etc). Integrative counsellors focus on varying aspects of the helping relationship. The integrative counsellor's "relationship in focus - out of focus" approach is paralleled by workplace counsellors as they in turn concentrate on the varying importance of the relevant facets of their relationships with their individual clients, the employing organisations, the EAP Managers and their own professional ethics.

The main disadvantage comes from a direct consequence of using this model's apparently greatest strength. This strength comes from the possibility that the counsellor's creativity will become more and more enabled as the professional and organisational restraints are loosened and so encourage the emergence of the workplace counselling specialist's professional, transdisciplinary problem solving skills. Paradoxically, this is also where this model's main weakness might lie because this very freedom could decay into licence and the creative counsellor might evolve negatively and become an undisciplined, even irresponsible, practitioner. This would diminish a practitioner's professional status if benign intention is considered to be a necessary condition, (Scott et al 2004).

[9.4] OVERALL CRITIQUE

Neither of these two models has independent validity or research-backed support. Both are little more than intellectual "doodles". However, they are included in this stage of my Doctoral Report in order to remain congruent to my earlier claim that the value of using action-research as an overall modality lies in its ability to respect the participants' inputs and so enrich the research story and thus allow all the participants, including the researcher, to learn from each other, (Walker 1993).

CHAPTER 10: Remodelling workplace counselling

CHAPTER 10: Towards remodelling workplace counselling

[10.1] WHAT SOME PARTICIPANTS SAID

During the Individual Interviews stage of Investigation Phase 4, it became clear that there were considerable differences of opinion amongst the participants over ways to approach the theory and practice of workplace counselling. For example, some of them saw its proper function as being tightly focussed on counselling the individual worker.

PARTICIPANT BW

"...when I'm talking about the client here I'm talking about the end user, the person in the other seat in a counselling session". (Addendum Volume: p84)

PARTICIPANT CG

"... my approach which is very integrative and eclectic and my model of workplace counselling is specifically one type of intervention which is very effective, if with the right people, if done in the right time in the right way".

(Addendum Volume: p79)

Others saw a much wider, systemic concept that included not only the individual client's employers but also the other key influences in the client's psychological and social structures. It seems that some of the participants saw improving the client's emotional well-being as the primary counselling goal. Alternatively, others saw the desired outcome to be sending a fully functioning, repaired human machine back to the workplace

PARTICIPANT KF

"... I see the organisation as integral to that model really as well to the therapists and us employing the therapists are all part of this very complex relationship and so therapists working for us work not only for us, they work for the employing organisation of their client, if you like, and their client. So there are 4 relationships going on there at any one time". (Addendum Volume: p69)

[10.2] "REPAIRING" WORKERS

The "worker repair" approach to workplace counselling might not be such a disrespectful attitude to individual workers and their welfare, as it appears. For example, in a study of a financial organisation by Hampden-Turner, (1994), it was found that the quality and style of

the customers/service-staff relationships closely mirrored that found in the service-staff's relationships with their managers. These in turn mirrored the quality of the relationships between the managers and the directors. In other words, if emotionally dysfunctional workplaces can apparently create emotionally dysfunctional employees then it is possible to consider a reverse effect. Is it possible that creating emotionally healthy workplaces might lead to creating emotionally healthy workforces? Alternatively, could a cured worker, in turn, cure a sick workplace? An illustration of the curative worker effect can be found in Carroll's (1996), account of significant improvement in what, when he originally visited it, had been a problem school. At a later re-visit he found that the school had greatly improved. This was apparently due to the positive influence of a newly appointed, emotionally healthy, staff member who felt strong enough to challenge the old, dysfunctional culture. It would appear that the emotionally healthy worker was the catalyst for generating an emotionally healthier workplace, which in turn induced emotional health benefits for the rest of the staff and pupils.

[10.3] FURTHER CONSIDERATIONS

Axelrod, (1999), argues that it is likely that a workplace counsellor's clients are bringing to the therapy sessions ideas, feelings and behaviours relating to their work that also mirror similar ideas, feelings and behaviours found elsewhere in their lives and in their personalities. Axelrod's reasoning implies that clients and their employing entity are psychologically symbiotic. In other words, this suggests that from a psychotherapeutic point of view, the client and the employing entity are not easily differentiated. Hampden-Turner's (1994) finance house findings, Carroll's (1996) school observations and many other similar studies, (Fullan 2000; Wallace 2000 amongst others), all combine to suggest that it is possible to take an overarching view of the worker/organisation psychological symbiosis. In these terms, the psychological interactions between workers and organisations could become an endless loop in which workforce psychological well-being affects workplace psychological well-being which in turn affects workforce well being and so on, round and ever round. Therefore, if workforce psychological well being and workplace emotional health are merely two sides of the same coin, then the implication is that workplace counsellors could legitimately concentrate on attempts to improve the psychological health of the workplace and temporarily ignore the needs of individual workers/clients.

Is it indeed possible that the workplace counsellor's individual clients could be faded into the background and so permit the counsellor to concentrate on providing a therapeutic service to a sick organisation? There might well be beneficial personal effects for the individual workers but that would not necessarily the primary aim of the counselling at the point of delivery. Furthermore, at the point of delivery, benefiting individual clients might not even be a secondary aim of the therapeutic intervention and the emotional health of the workplace might become the sole focus of attention and treatment.

There is a powerful critique of client-focussed approaches to workplace counselling that suggests that workplace counsellors who only work with emotionally dysfunctional employees might in some circumstances be seen as merely "plastering over the cracks", (North 1996), or what Cooper & Cartwright (1994), call a "band-aid or inoculation" approach. One way in which this could happen would be if the root causes of the dysfunction were not within the employee's emotional field but within the employing organisation itself. In such a case, would it be ethical to treat the worker in order to ameliorate the negative psychological effects of the workplace? Are we altering the individual client to artificially fit the workplace when perhaps social justice might suggest that the workplace should be altered to fit the workforce? In such a case, does the counsellor have an ethical duty to try and point out the real causes of the worker dysfunction? After all, taking such a wider view could potentially benefit all of the workforce and not just the originally presenting client. Interestingly, a number of studies, (Bailey 2002; Gyllensten et al 2005; etc), have identified worker resistance to taking up workplace counselling. Could it be that the real reason for this resistance is that the workers believed that by asking for personal help, that they were also accepting responsibility for some emotionally adverse workplace circumstances that were beyond their control?

[10.4] EXPLORING CURRENT WORKPLACE COUNSELLING MODELS

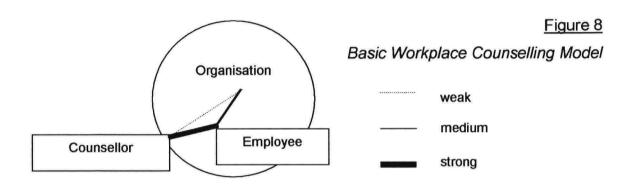
3 4

It would help us to explore possible new approaches to modelling workplace counselling boxes if we understood better just what sorts of practice models already exist. There is a multiplicity of theoretical models of workplace counselling currently available. For convenience, I have been roughly divided them into 2 groups:

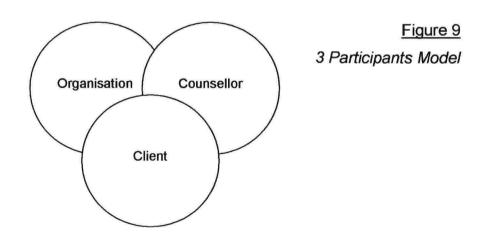
- a) Stakeholder-centred
- b) Task-centred.

[10.5] STAKEHOLDER-CENTRED MODELS

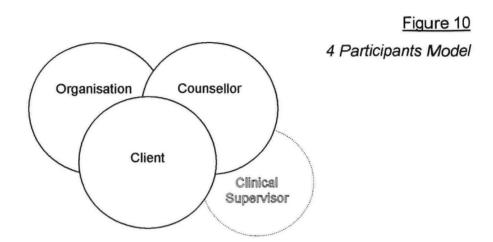
Coles (2003) offers a relatively simple visual description of the links between counsellor, client and the employing organisation. The stakeholders in this example are limited to the client, the employee and the organisation. The descriptive emphasis in this model is on the relative distances between the parties. The following example clearly suggests that the counsellor/organisation link is much weaker and more distant than the employee/organisation link.



Coles' model is a useful start to an examination of the interactions involved in workplace counselling. However, it clearly ignores a number of other important influences on the workplace counsellor's therapeutic task, (e.g. the role of the clinical supervisor; the potential impacts of the client's general social structures; etc.). Relationship models have gradually become more and more complex as various theorists have tried to map out more and more complicated psychological interactions. The following "starter model" example of this growing complexity is based on a proposal by Summerfield & van Oudtshoorn, (2000 p42). It examines what Greenwood, (1997), calls "The three dynamics of the EAP/Workplace counselling". Such a model typically starts out by looking so: -



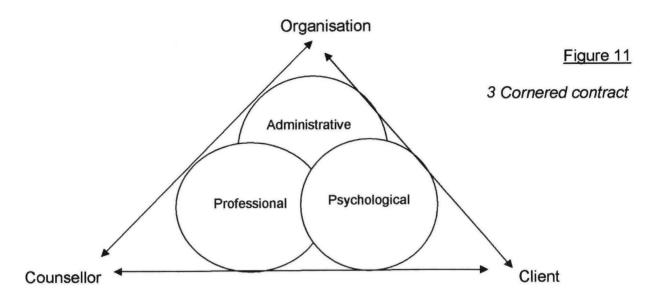
Then this model grows and becomes more complicated. For example, Lammers, (1999), when working on supervision models, identified four key roles in the general, individual therapy-focussed, counselling contract. In workplace counselling terms, the four key roles, or key stakeholders, might interact like this: -



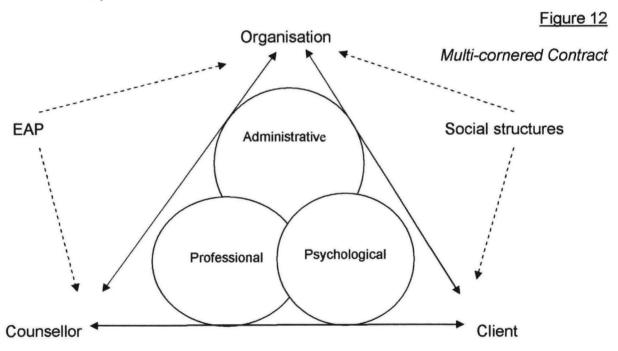
However, although for the more curious theorist each of these models is an improvement on its predecessors, they still omit a number of potentially important factors. Amongst these missing factors are the impacts of the workplace Human Relations provisions, the possible demands of the Occupational Health system, the client's social structures and so on. Therefore, it is easy to see how trying to include all of the influences on the workplace counsellor starts to generate ever more complicated, and increasingly complex, modelling schematics. One way of overcoming these problems might be to try and switch from stakeholder-centred models to task-centred approaches to workplace counselling theory.

[10.6] TASK-CENTRED MODELS

A well-known way of depicting the organisation/client/ /counsellor interaction in ask-focussed terms was first described as long ago as 1975 by English and it has since been modified by many writers, (Hay 1992; Micholt 1992 etc.). It is commonly known as the "3-Cornered Contract" and is usually postulated with 3 inter-related tasks, (Professional; Psychological; Administrative). Towler, (1997), suggests that it looks like the diagram on the following page:



Again, for modern workplace counsellors this model may be insufficient as it omits many influences. It might be helpful if some of the other influential factors were somehow included. For example:



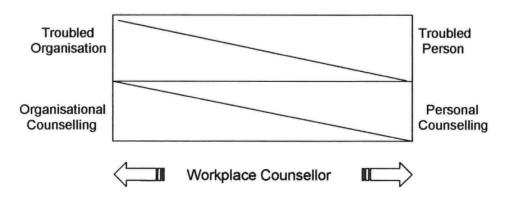
All of the models described so far, in both the Stakeholder-Centred and the Task-Centred groups, are only indicative of the many theoretical approaches to workplace counselling theories that are currently available. Each has its proponents and each has its detractors. However, as useful as any of these models might have been, it would appear from the inferences from the EAP Managers Individual Interviews, (see Investigation Phase 4), that they are still far from adequate to illustrate workplace counselling as it is currently practiced.

[10.7] MORE COMPLEX MODELLING

Whichever, or whatever, preferred model of workplace counselling is chosen, there was a consensus amongst the Investigation Phase 4 participants that no theoretical analysis would be complete if it omitted the central influence of the EAP management teams. This was equally true of both in-house and external service suppliers. However, quite where this multiplicity of counsellor/case manager relationships fitted into an overall model of workplace counselling was far from clear. Furthermore, there was additional confusion about just was meant by the term "modelling". What did it mean in this context? Was it the structure of the employing organisation/EAP contract that mattered? Were the differences between In-House and External Models significant? Should we model workplace counselling according to the therapeutic style adopted? This leads to the need to consider two further considerations that my participants felt should be included in any proposed workplace counselling modelling.

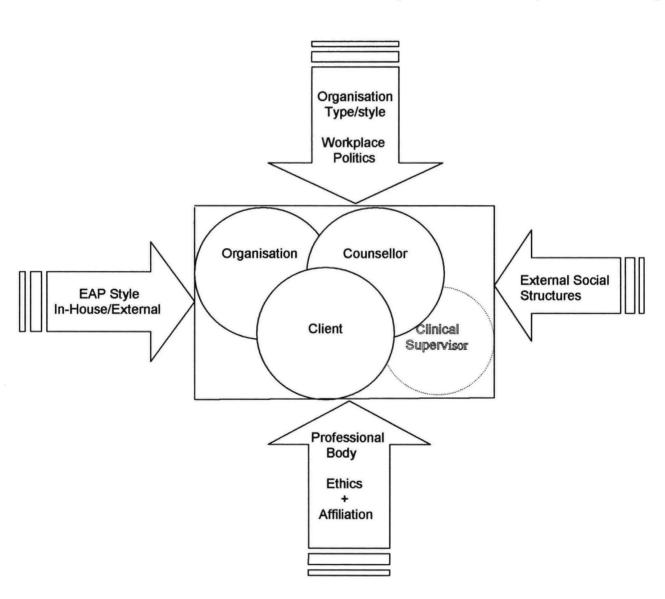
- 1) Firstly, there is the concept that is described by Egan & Cowan, (1979), as the "upstream or downstream" focus. In the downstream case, the counselling interventions are targeted at the allegedly sick workers. In the upstream case, the interventions are targeted at the non-clinical population in order to maintain or improve workplace emotional health.
- 2) The second consideration is what Towler, (1997), describes as being an alliance continuum. Counsellors will move along this continuum according to whether, (or not), they might feel more, (or less), allied towards either the organisation or towards the individual client. This positioning might come from a personal belief or it might be imposed by the Employer/EAP/Counsellor contract. My own version of the alliance continuum looks like the following diagram: -

The Alliance Continuum



It can be seen from my comments so far, that modelling workplace counselling is a complex business. There have been many attempts to do so, each one more complex than its predecessors. Reviews of the many possible examples can be found in Coles (2003); Summerfield & van Oudtshoorn, (2000) and in the work of numerous other writers. These, and the many other theorists, have tried to model what Tudor, (1997), calls the complexity of contracts. By this he means the various inter-linkings between the counsellor, the client and the employing organisation. The following "doodle" is an attempt by me to try and include most of the factors in a model of workplace counselling practice. However it is far from exhaustive and it has no research-based validity. What it does do, however, is to illustrate just how complex such models can become: -

Figure 14
A Complex Model of Workplace Counselling



This model is so complex that it is becoming unmanageable. Therefore, I am suggesting that one way to control this complexity is to break free from what is, in effect, a therapeutic prison. The prison walls are the very complexity itself. So, is it time to find a different approach to ways of depicting workplace counselling theory?

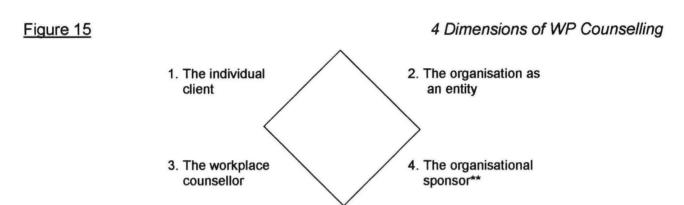
[10.8] A DIFFERENT BASIS FOR MODELLING WORKPLACE COUNSELLING?

One basis for a new and very different approach is to downgrade the importance of the individual clients and to concentrate on the needs of the organisation. The underlying principle would depend on the supposition that healthy organisations would generate healthy workers, (Carroll 1996; Fullan 2000; Hampden-Turner 1994; Wallace 2000). Of course, for many counsellors dismissing the individual client from the centre of the therapeutic process is a conceptual impossibility. However, the idea of working therapeutically with an organisation as an entity is not such an original thought. In psychotherapy's infancy, Jung, (1948), drew our attention to the consciously unacceptable parts of the personality that he referred to as the ego's shadow. The Jungian concept was linked to the notion of a shadow within the culture of an organisation by Egan, (1994) and by this he meant the significant activities within an organisation that remained unidentified and/or un-discussed.

Bridges, (1992), suggested that the objectives, beliefs and tasks openly proclaimed by an organisation can usually be paired with an opposite intention. From time to time, one or the other of the items in each pair becomes prominent. The less prominent, or unacknowledged, items from all of these pairs combine to create an organisational "shadow". Rose, (2001), investigated this concept further. She enquired into the nature of organisational shadow lying behind the supposedly organisational development needs as advocated by a group of Human Relations Managers of a multi-national employer. She found that all of these overtly alleged needs could be subsumed under themes centred on "integrity". She further found that her research group covertly viewed other parts of the employing organisation as often lacking integrity. In other words, these managers operated on the implied basis that there was a covert, possibly unacknowledged, company culture based on inadequacies within other parts of the organisation. This suggests that it is arguable that an organisation can become emotionally dysfunctional and so the employing entity itself can become a legitimate target for workplace counselling interventions.

[10.9] TOWARDS DEVELOPING NEW MODELS

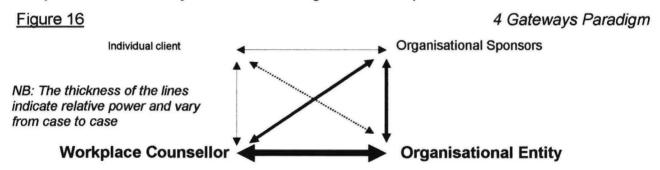
Taking, as a theoretical basis, Walton's (1997) model of counselling seen as an influence or an agent in organisational change and using it as a conceptual foundation, it is possible to develop some interesting new approaches to workplace counselling models. Walton describes what he called "the 4 Dimensions of the Workplace Counsellor's Role" thus:



***Sponsor" = the person(s) WITHIN the organisation to whom the counsellor interfaces and who influence/control the relationship between the counsellor and the organisation.

In Walton's approach, each one of these "4 Dimensions" is equally important. However, if they are re-modelled in a way that parallels the "4 Gateways Paradigm" used in Cognitive-Behavioural Therapy, then a new model of workplace counselling could be suggested. In this model, the consultative intervention is targeted at various facets of the Organisation.

In the following example of the proposed new model, the major facet is the Organisational Entity and the secondary facets are the Organisational Sponsors.



In the case of an emotionally healthy workplace the counsellor's interventions are prophylactic. In the case of an emotionally dysfunctional workplace the counsellor's interventions are therapeutic. This model addresses both the upstream and the downstream needs simultaneously and focuses on organisational needs and therefore individual benefits only emerge as by-products.

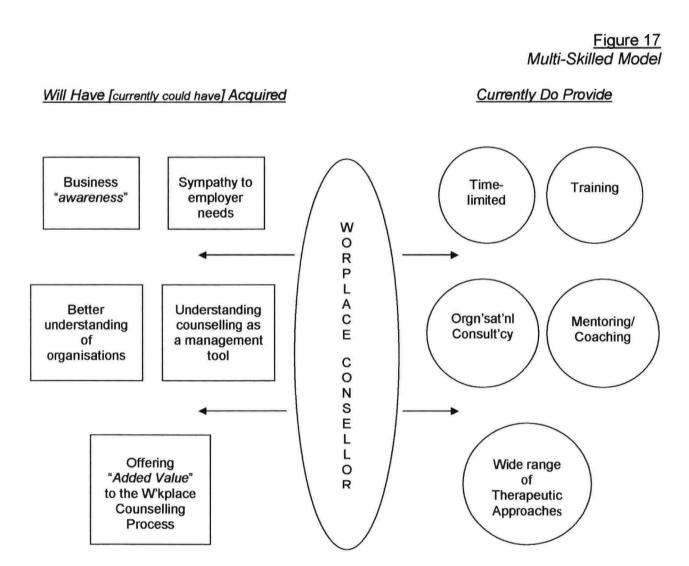
Yet another approach can be found in the work of Orlans & Edwards, (2001: p132-136). They have a different view on ways that workplace counsellors could intervene at an organisational level. Orlans & Edwards suggest that, "...in the dynamic between counsellor, client and organisation, it is often the organisation that is left without any healing and change process". They go on to propose what they call a "... systemic counselling field" model of how workplace counsellors might help to heal the organisation. The counselling field referred to is the organisational context in which the problem(s) arise. The problems, including both individual and organisational difficulties, are owned by the whole system. In this model, the counsellor's intervention is initially targeted at identifying linked solution strategies for both the organisation and the affected individual(s). In cooperation with the relevant parties, including management, these strategies are implemented and where necessary facilitated by the counsellor. Next the counsellor, in conjunction with the organisation's agents, observes the effects or outcomes. These results might in turn generate the need for additional consultative interventions.

The essence of Orlans & Edwards approach is that rather than bring in counselling as an add-on concept in times of difficulty, that counselling is seen as an integral element in managing the workplace. So, rather than being a special activity, counselling and counselling methodologies are routinely interwoven into the organisational structure. It seems that Orlans & Edwards work confirms the suggestion that organisations too can become sick and therefore need their own healing. Assuming this is so, then it is reasonable to suggest that as sick organisations convalesce, that the emotional health of its workers might also improve. What I am suggesting, yet again, is that sometimes the sickness of the organisation could be of more concern to the workplace counsellor than the dysfunctions of the individual worker. Therefore, it might become necessary to break free from some of the professional constraints of traditional counselling; break free from client centred approaches and break into organisational therapy.

[10.10] ANOTHER SUGGESTION

Yet another approach might be generated by focussing workplace counsellors' practices away from the assumed needs of employees and their employers and onto the actual or potential skills of the workplace practitioner as delivered in any particular case. My own research, (Claringbull 2003 & 2004), has produced a list of skills/abilities that EAP

Managers would like to see counsellors provide. Other writers, have argued that there are yet further skills/abilities that workplace counsellors either could acquire or already do provide, (Coaching - Pointon 2003 & Carroll 2003; Mentoring - Stokes 2003; Time-Limited Therapy - Jenkins et al 2003; etc.). I have tentatively divided these activities into those that many practitioners already <u>Currently Do Provide</u> and those that my enquiries suggest that they <u>Will Have [currently could have] acquired</u>. Therefore, with appropriate ongoing workplace counsellor development and training, it might be that a future counsellor-centred model, based on deliverable skills, might perhaps evolve as follows:



Clearly much of the forgoing is speculation but these concepts have a heuristic value and have fuelled the curriculum design of the relevant Units in the MSc and the relevant chapters in the book

PART 3

AN ACADEMIC'S TALE

- the philosophy and construction of a new MSc in Workplace Counselling

PREFACE TO PART 3

THE NEED FOR A PART 3 TO THIS PROJECT REPORT

My earlier research reported in this Volume – Part 2, (Claringbull 2003, 2004 & 2005), found apparent support for establishing workplace counsellor training as a postgraduate activity within the higher-education milieu and in Part 3 of this Report, I describe how I have contributed towards responding to that emerging demand by devising a suitable masters-level training programme. Producing such an intellectual/educational "product" is also congruent with the action-research principles, (Reason & Bradbury 2005), that permeate my work and with the praxis-centred environment of the Middlesex Professional Studies Doctorate, (Portwood 2005), both of which focus enquiry onto the production of intellectual/educational/practice-targeted artefacts as well as onto considering the development of intellectual theory. Therefore, it is now necessary to explore the masters-course development progression relevant to this Project and to firmly position it as a core element in this Report because it is a process that is an essential/integral part of the work. Indeed, not to discuss the evolution of the postgraduate programme at this stage in my Report could effectively demote the MSc to being a second-level, intellectual by-product, rather than being a central activity in my enquiries and one of the important outcomes.

At first sight, the process of devising a new MSc appears to be straightforward and the UK-QAA expectations of students completing masters courses are clear, "... systematic understanding ... critical awareness of current problems ... forefront of academic discipline ... professional practice", (QAA 2001). These expectations compare favourably with, and are complemented by, similar descriptors formulated by the contributors to the debate arising from the Bologna Declaration, "... originality in ideas ... integrate knowledge ... formulate judgement ... communicate knowledge and underpinning rationale ... learning skills), (Leegwater et al 2002).

Therefore, the actual structure of any new MSc programme might be considered to be almost an educational given, and devising a suitable masters-level curriculum might appear to be a mechanistic, process that simply adds sufficient M-level educational "bolt-on's" together, always providing that the knowledge and skills levels being imparted comply with the QAA/Bologna parameters. However, constructing praxis-based learning

products in higher education can be, and possibly should be, more than just the result of pedagogic routine and it is arguable that there could be significant educational, intellectual and professional benefits in including criticality, (Barnett 1997) and reflection, (Schon 1983), as essential parts of knowledge-acquisition, intellectual debate and current discipline-based discourse, (Carr and Kemmis 1986). It has also been argued that knowledge, in all its forms, is revisable and that the boundaries between the users and the producers of knowledge are weakening, (Scott 2000). This suggests that academic normative customs and traditional regulatory conformity in higher education, (Delanty 2001; Neave 2002), are lessening and it appears that the philosophy of postgraduate education is moving from achievement-oriented, structured, learning-for-life and towards a lesser structured, but possible more meaningful, lifelong-learning, (Duggan et al 1999).

It seems that the drivers for postgraduate education are becoming ever more complicated and multi-faceted, (McEwen, 2005), and so the construction of a new masters level programme might necessarily be much more than merely the application of academic authority. Therefore, it is arguable that combining praxis with reflective, critical, learning will create a student/teacher pedagogic space within which the appropriate design of educational products can offer transformatory experiences, (Waghid 2001). It is also arguable that praxis-driven learning includes educational aspirations that embody certain common qualities such as a commitment to human well-being, the search for truth and respect for the needs and learning of others and this arguably devolves from the actions of people who are free to learn as they will, who are able to act for themselves and at the same time respecting a core educational ethos, (Taylor 1993). Moreover, praxis requires that a person makes wise and prudent practical judgements about how to act in various situations and so it necessarily addresses the possible tensions between theory-oriented and practice-based knowledge, (Usher et al 1997).

It is for these reasons that I have explored some fundamental issues in the education of 21st century counselling professional specialists and firmly positioned this exploration into the context of professional life-long learning, (Merriam 2001). Therefore, designing the new MSc is a not a parallel outcome in my enquiries but it is central to them and is a vital part of my Project Report. How I did this, together with a discussion of the underlying intellectual, philosophical and educational principles, is set out in the following 3 Chapters.

CHAPTER 11: Philosophical rationale underpinning the MSc

[11.1] KNOWLEDGE AND PROFESSIONAL STATUS

The core purpose of this Doctoral Project has been to investigate the viability of establishing workplace counselling as a new Professional Specialism. If, as I am claiming to have demonstrated in Claringbull, (2003 & 2004), that doing this is indeed both possible and desirable, then it is necessary to examine ways of establishing this, as yet, fledgling profession. This will require a re-evaluation of the potentially available ways of acquiring, developing and imparting new and relevant professional learning and knowledge.

There are many views on what is meant by the term "professional", (e.g. reviews by Eraut 1994; Bledstein 1978) and there are numerous functional/operational definitions of professionalism, (Goode 1969; Parsons 1968 amongst others). Older views of professionalism, (e.g. Rueschemeyer 1983), saw it as being rooted in the social status of the occupation under consideration. With the advent of what Gibbons et al, (1994), have called the "massification" of research and education there is growing evidence that modern professional status is increasingly dependent on the higher education process, (Miller & Partlett 1974). This leads to the notion that professionalism is based on a discrete body of discipline-focussed knowledge. However, by itself, discipline-focussed knowledge might be little more than enhanced competence and Eraut, (1994), argues that the true professional is a Learning Professional. This is because professional practice necessarily involves engaging with situations, problems and tasks that demand original and innovative solutions; solutions that are also located within the richness of the complex contexts in which they are encountered and in which they may be applied.

There is ample evidence, admittedly mostly from educationalists, (Boud 1999; Merriam 2001; Sachs 2000 amongst others), supporting the notion that any discipline's professional practitioners should also be Lifelong Learners. In other words professionalism is not an achievable, finite, quality but a status that has to be continually striven for. Frost, (2001), has argued that lifelong learning for the professions must also be informed by social change and the need to constantly renew claims to alleged expertise. This implies that in order to engage fully as professionals, practitioners are essentially involved in the ongoing creation of new knowledge and new ways of knowing. In other words, consciously or not, today's professional is in effect a postmodernist.

I am planning to do much more than just create/train counselling specialist technicians who have simply acquired new, (probably merely additional), counselling knowledge from advanced teaching. It will be important that these new practitioners not only contribute to directing their own learning but that they also continue to learn and to professionally develop throughout their careers. This is because professional practice, as defined by Eraut, (1994), goes beyond the ability to use discipline-based theories and their competency-based usage, (propositional knowledge). The true professional is a reflective practitioner, (Schon 1983 & 1987), and is able to respond creatively to professional decision-making. In other words the true professional must also acquire structural, operational and process knowledge, that is to say knowledge that can be applied across varied, and often unique, situations. Essentially, the Learning Professional Practitioner's knowledge acquisition, irrespective of type, must be centred on developing new knowledge and on new ways of acquiring it.

[11.2] WHAT IS KNOWLEDGE?

The nature of knowledge itself has long been investigated, (e.g. reviews by Gottleib 2002; Rorty 1991). Some theorists see knowledge as being a universal truth, one which humans can approach ever more closely but never reach, (Popper 1972) Others view knowledge as a movement along a continuum from objective to subjective truths, (Lynch 1996). Yet other theorists explain knowledge as being only a subjective, social construct, (e.g. Berger & Luckmann 1966; Gergen 2001).

Some theorists have posited knowledge as existing in modes. For example Gibbons et al (1994), have proposed a bifurcated model in which knowledge might be seen as either in disciplinary mode, (constructed within higher education), or in transdisciplinary mode, (constructed outside of higher education). However these distinctions might sometimes be unhelpful because as Lee, (1999), argues, such a differentiation inaccurately suggests that higher education is hierarchical and modernistic (Habermas 1987), whereas the current reality is that knowledge production can be the result of differing epistemologies and the disciplinary/transdisciplinary distinctions might actually be somewhat blurred, (Scott, Brown, Lunt & Thorne 2004).

Scott, et al, (2004) propose to overcome this difficulty, at least in terms of professional doctorates, by positing a 4-Mode approach to knowledge that encompasses:

- 1. Disciplinary knowledge, (conforming with higher-education practice)
- 2. Technical rationality, (context-dependent, problem-solving, non-generalisable)
- Dispositional and transdisciplinary knowledge, (appropriate pedagogic attitudes and behaviours that permit the better understanding of non-predictable, nondeterministic, ways of knowing and the generation of situation-specific solutions)
- 4. Critical knowledge which is both reflective and change oriented

This is an interesting but complex proposal, although as Scott et al. (2004), acknowledge, these 4 modes of knowledge possibly represent an unattainable ideal. Therefore, they attempt to overcome this difficulty by proposing to integrate these modes into hybrid explanations of the nature of knowledge within which the boundaries between the knowledge modes becomes less definable and less dependent on the learning's sources of origin. In other words, in practice, these 4 modes of knowledge become necessarily compromised and therefore the modelling becomes ever more, even overwhelmingly, complex because, if there are no firm boundaries or limitations between the epistemologies, then there can be no limitations to the numbers and types of knowledgemodes that could be proposed. It seems to me that the key process in understanding the relationships between the various hypothetical and practical ways of knowing is indeed to emulate Scott et al's attempted integration whilst at the same time avoiding being rendered intellectually powerless by simultaneously pursuing ever growing, evermore complex, and evermore unmanageable epistemological approaches. I propose to avoid this impotence by limiting my initial approach to Gibbons et al's (1994), bifurcated paradigm of knowledge gain and then attempting to integrate it with my suggestions about appropriate educational drivers that could be useful in the evolution of the lifelong learning professional.

[11.3] TWO MODES OF KNOWING

Gibbons et al (1994) have suggested that knowledge can be characterised as existing in two modes. They argue that that Mode 1 knowledge is codified or systematic knowledge whereas Mode 2 is tacit knowledge that depends on imagination, invention and innovation. It seems that Mode 2 knowledge, driven as it is by apparently un-boundaried, socially generated, determinants, very much relies on skills being transferred between practitioners

from differing disciplines. Mode 1, the traditional knowledge mode, is generated cognitively within the confines of a discipline. In sum, Gibbon et al propose that:

Mode 1 = Proposition Knowledge, (discipline-bound)

Mode 2 – Structural, Operational and Process Knowledge, (transdisciplinary)

Mode 2 is the much more important, with regard to this Project, with its emphasis on attaining new knowledge. This is because, as Gibbons et al, (1994), argue, such knowledge is characterised by:

- ✓ Transdisciplinary: integration of problem solving skills
- ✓ Contextual: based on applications
- ✓ Heterogeneous: multi-sourced; multi-disciplined
- ✓ Socially accountable & reflexive
- ✓ Quality controlled by both peer review and social acceptability

It is arguable that the key quality in Mode 2 knowledge is its transdisciplinary nature and that the other 4 characteristics could be subsumed within this term. As Eraut, (1994), has suggested, high-level professionalism moves beyond disciplinary structures towards knowledge produced in the context of required applications. Essentially such knowledge is innovative and therefore, working in an application-based context involves high-level creativity and the need for operational/process knowledge that cuts across disciplines. The likely attraction of this concept to the putative workplace counselling professional specialist is that it permits an adventurous foray in to what will certainly be new academic territories. Mode 2 knowledge appears to have an inbuilt dynamic or *transgressiveness*", (Nowotny et al 2001), which can help move knowledge systems and learning networks forward.

A key theme that appears throughout this discussion of professionalism and knowledge generation is the concept of transdisciplinary creativity. Presumably, in an ideal world, this might ultimately lead to the unification of science, ("...the dream of a final theory" - Weinberg 1993). However, in the less exalted field of workplace counselling, although it appears to be a highly desirable and privileged form of knowledge production, transdisciplinarity may be a quality that is more aspired to than achieved, it could also be argued that transdisciplinarity's intellectual attractiveness might mask contradictions within the various terminologies used by its proponents. For example, terms such as "pluri-

disciplinary" and "multi-disciplinary" are sometimes confused/conflated with "transdisciplinary". However, as Jantsch, (1972) has pointed out, these terms actually seem to refer more to the description of practitioners who, while investigating common themes, still remain committed to their original disciplinary perspectives. However, the true transdisciplinary investigator/practitioner depends on being able to share a common framework with other involved disciplines and to work towards producing clusters of solutions that create a post-disciplinary series of theoretical models, (Gibbons et al 1994).

[11.4] KNOWLEDGE AND THE WORKPLACE COUNSELLOR

The purpose of this Project is to make a significant contribution towards the development of workplace counselling as a professional specialism. If such a new specialism is to be established then its practitioners might eventually need to be licensed in some way and they might also need some form of official recognition or regulation. However at present, there is no compulsory registration procedure for any type of counselling activity and so general practice counsellors still remain unlicensed. There is even a strong body of opinion that argues against the very idea of counsellor regulation, (House 2001 & 2005; Jones 2006). Therefore official recognition of the putative workplace practitioner is a question that is well beyond the scope of this Project. However, in common with the already established professions, workplace counselling too will need to make claims about its own knowledge base as part of the way in which its professionalism can be developed. It is therefore quite reasonable to make the case that Higher Education has a vital part to play in this process.

The proposed new MSc sets out how the educational elements of such a process could be achieved. Johnson, (1984), argues that professionalism is an ideology and that professionalisation is the means by which a profession seeks to advance its status so as to achieve public recognition of its authority. The way in which the professions seek to demonstrate the significance or importance of their individual ideologies appears to be by means of making their own particular claims about knowledge. As Higher Education also derives its authority from specific knowledge claims, it is unsurprising that a vital, symbiotic, relationship has developed between academia and the professions, (Barnett 1993). This has not been an easy relationship because, whereas the professions sought to retain control over their practitioner's work, the universities sought to retain control over their education, (Kerr 1984).

If Higher Education is to play a role in developing the workplace-counselling specialist then it is necessary to consider how this might be done. Clearly any professional practitioner needs to demonstrate professional ability and competence, (Gibbons et al - *Mode 1 knowledge*). This is often demonstrated by what Schon, (1983), calls the dominant technical rationality, which he argues is specialised, firmly boundaried, scientific and standardised. Students enrolling on this postgraduate course will already be trained in their original discipline's propositional knowledge and so their pressing need will be to find ways of augmenting/enhancing that knowledge and then to command the technique of production or application of knowledge over which the specialist claims mastery, (More 1970). This is the point at which the professional practitioner is generating and applying Mode 2, (structural, operational and process), knowledge. Therefore, it now becomes necessary to examine ways to use Higher Education to develop and apply new knowledge in the world of the workplace counsellor.

[11.5] KNOWLEDGE AND THE HIGHER EDUCATION PROCESS

Education is arguably a major change force in both individuals and society. It requires us to produce particular knowledge-based storylines and to recognise that our academic tales have ethical and political consequences, (Walker 2001a). Therefore education is more than just knowledge-gain, (propositional knowledge). It includes thinking about how that new knowledge could be, or indeed should be, applied, (structural, operational, and process knowledge). In particular, in the case of this proposed Workplace Counselling MSc, students who are working to acquire the relevant new Mode 2 knowledge will also be working towards adopting transdisciplinary approaches to problem solving. The underlying ethos is not to replace Mode 1 knowledge with Mode 2 Knowledge. Rather, it is to enhance the practitioners' existing competencies and to take them forward by inculcating a sense of critical, discipline-free, appreciation of their emerging professional selves.

It has been argued, (Neave 2002), that for most of the last two centuries, the purpose of education was to regulate learning and to ensure stability, continuity and trust across a coterie of professional, economic, political and social elites. Its primary purpose was to provide society with technically useful knowledge and to preserve a continuing sense of social cohesion, (Delanty 2001). In other words, education was necessary in order to produce clones of those who had gone before. However, the huge expansion of higher

education that began during the last half of the 20th century has called this powerful, normative, process to account, (Barnett 1994). Gradually higher education has mutated from simply generating new members of the existing political and professional elites into one where it has become a potential instrument for social change, (Naidoo 2000). It seems that this educational expansion, together with the strains imposed by the post-industrial flux that occurred in parallel, (Scott 1995), is leading to a situation in which higher education could become an instrument for social and economic mobilisation and even radical action, (Neave 2002). In other words, higher education can be a powerful generator of transformatory, (Mode 2), knowledge. This is the point where radical developments in education could combine with the transdisciplinary needs of the emerging workplace counselling specialists. Workplace counselling would then become a new profession; a profession that would seek its own specific knowledge base. Therefore, new methods of education might be needed to best train its practitioners and so it would be desirable for higher education and workplace-counsellor training to develop and evolve together because both depend on the generation of new, transdisciplinary knowledge.

However, despite these encouraging developments, it remains the case that knowledge acquisition in education today still owes a great deal to competence and this has been reinforced by the apparent moral ascendancy of managerialism, (Inglis 1989). liberalism has brought the values of the free market to university life, (Lash & Urry 1994). The purpose of higher education has, for many, remained as a process of producing human capital, (Peters & Roberts 2000). If competence were indeed the only purpose of higher education, then educators would only need to provide the appropriate add-ons to the students' existing knowledge bases. In other words, higher education's primary task would simply be to help its students to amass added-value to their nascent professional selves, (Ball 2000). Clearly such a limitation would be inimical for counselling specialists who would necessarily strive for a much higher and much freer level of educational achievement. It is anticipated that the students on this postgraduate programme will already be experienced counsellors and so they will be bringing with them a previously attained significant level of competence. The purpose of this programme is in part to satisfy some of the demands of their likely future employers by adding on additional competencies, (Claringbull 2004 & 2005). However, in order to develop these practitioners as true professional specialists it will also be necessary for them to go far beyond mere competence and to go on to enhance their acquisition of extensive Mode 2 knowledge.

[11.6] COMPETENCE

The goals of competence-generating education are measurable in terms of baselines and comparative outcomes. The emphasis is on efficiency, productivity, and value for money. The educators become the "full vessels" imparting wisdom into the students' "empty vessels", (Freire 1971). However, if this is all that educators do, then they are effectively reinforcing the existing dominant cognitive structures within any given profession and this might serve to drive out and silence other, perhaps better, ways of understanding, (Smith 1999). Clearly, developing competence has its place in higher education. It is rooted in "... a training tradition and a language of skills, objectives, outcomes, prediction and control of what is being learnt", (Walker 2001a). These sorts of pedagogic processes have legitimacy because society does make performance-based demands of those who provide, and of those who receive, professional-level training. For example, one of the findings from my research, (see this Volume – Part 2), is that the stakeholders in the workplace counselling marketplace want workplace counsellor training to provide added value to its practitioners' professional being. These stakeholders have also suggested a comprehensive "shopping list" of the enhanced abilities that they want workplace counsellors to develop.

The concept of competence as the primary educational task is common throughout counselling. For example, it is arguable that much, if not most, existing counsellor training in the UK is rooted in developing routine therapeutic skills and in teaching counsellors the accepted wisdoms of their calling. The counsellor training-course accreditation requirements demanded by the British Association for Counselling and Psychotherapy, (BACP Accreditation Requirements 2002/5), are a good example of a practitioner educational programme that is based on measuring competence. These guidelines refer exhaustively to skills training. In a document of over 100 clauses specifying learning objectives for trainee counsellors there is only one clause that refers to criticality. Even there, the BACP is apparently only concerned that students should develop a better understanding of the specific counselling model being taught. The alleged superiority of that model is unquestioned; it is an educational "given".

This all strongly suggests that in the UK today, counsellors are not educated but that they are performance-trained instead. The novice counsellor is only taught how to perform and

not how to critique. This is an attitude that appears to be quite common in today's educational market. Students are required to add-on specific values as they acquire their developing professional identities, (Ball 2000). In terms of producing professional counselling technicists, enhancing performance skills has a necessary and important part to play. However, as Lyotard (1984) puts it, if performativity is seen only in terms of competence then it becomes a form of educational terror in that it promotes a specific culture that regulates and restricts that culture's adherents. For counsellors it seems that Lyotard's "Grand Inquisitor" is the BACP itself.

[11.7] BEYOND COMPETENCE: PERFORMATIVITY

It has become clear during the design of this new MSc programme that competence, (Mode 1 Knowledge), is only one of the necessary educational objectives. If workplace-counselling specialists are to become the new professionals in organisational emotional psychology then they will also be involved in arriving at high-level judgements, ones that will necessarily often have uncertain outcomes, (Walker 2001b). Recognising this uncertainty, which is the antithesis of competence with its measurable results and outcome targets, lies at the very core of professionalism, (Nixon & Ranson 1997). These authors argue that professionalism needs to acknowledge, even to celebrate, the complexity of high-level judgements and their concomitant uncertain outcomes.

This emergent professionalism seeks to expose the dominant discourses being taught in any given discipline to radical criticism and to open them up to wide-ranging, interdisciplinary, debate, (Nixon et al 1997a). Therefore, in parallel with competency, another important purpose of higher education is the building of critical learning communities within, and beyond, the confines of the individual professional disciplines. In other words professions become more than just arbiters of their inward-looking, status quo maintenance, (competence/performance), but also become outward-looking Learning Professions (Nixon et al 1997b). This higher aspiration for professional learning requires students to do more than just learn about their calling, they will also need to relate the knowledge gained within their own professional worlds to events occurring within other people's professional worlds or within society as a whole, (Britzman 2000). In other words, they will be applying new knowledge across various contexts and this is, in effect, Performativity.

[11.8] CRITICAL REFLEXIVITY

A central theme in the proposed new masters-level counselling programmes is that they will do more than simply enhance the professional performance of students who will already be experienced and competent counsellors. It is intended to move beyond merely training a new breed of high-performance, "super-counsellors", and to move beyond providing what Jary & Parker, (1998), have called the "McUniversity", one that serves up easily digestible, standardised, bite-sized "education burgers" to performance-bound customers. Merely mastering a profession, (Mode 1 knowledge), is insufficient because, as Skelton, (1999), suggests, true high-level professionals are able to operate independently of their original disciplines, (transdisciplinarity), and are personally and professionally reflexive and able to critique both their own work and that of others. This leads to a very important premise that underpins the new masters-level programmes. It is this:

This is a programme <u>FOR</u> Workplace Counsellors, not a course <u>IN</u> Workplace Counselling. The prospective students will already be trained, (competent), counsellors and so counselling-skills training will not be part of the curriculum.

In order to move beyond the competence-defined boundaries of their original profession, the proposed new workplace-counselling specialists will need to be capable of critically evaluating their own work, and then reflecting upon it. They will also need to be able to offer critical appreciations of differing, even competing, social and professional values. It is using the higher education process to develop this cross-disciplinary quality of critical reflexivity, (Barnett 1997), that is essential if students are to learn not only about themselves and their worlds but also to develop the ability to try to change, or transform, both themselves and the world about them. In other words, "... criticality" requires that one be moved to do something", (Barbules & Berk 1999). Therefore, it is vital for the new Workplace Counselling Specialists to be able to turn critical professional enquiry into critically evaluated practice. It is what Noffke, (1995), calls "becoming practically critical".

It is intended that the students will build on and beyond their orthodox, performance-bound, counselling backgrounds to develop the ability to critically and reflectively analyse organisational problems in human terms and to devise innovative, boundary-free, transdisciplinary solutions. Therefore, I am arguing that Performativity and Critical

Reflexivity should be two important drivers in higher education. Performativity is measurable within its relevant context and it has targets, objectives and other outcome indicators that can be used to evaluate the final product whereas Critical Reflexivity, (the sum of Critical Thinking + Reflexive Thinking), is much more loosely boundaried. If Critical Practitioners are to be encouraged to approach their knowledge-gain in a spirit of critical reflexivity then it is necessary to examine just what is meant by a) Critical Thinking and b): Reflexive Thinking. Are these qualities differentiated or interdependent?

[11.9] CRITICAL THINKING

The Place of Critical Thinking in Higher Education

Developing Critical Thinking in students is supposedly one of the main aims of higher education and it has long been recognised as such, (Bailin et al 1997; Barnett 1997; Newman 1899/96; Walker 2001a). However, its importance is subject to debate and, as Neave, (2002) has argued, being critical doesn't always sit easily with the status quo maintenance educational drivers that try and ensure continuity, cohesion and stability within professional elites. Put in simple terms: is it the function of higher education to rock the boat or to keep it steady? Nevertheless, it's worth noting that developing their students' ability to critique is either written into, or is implicit, in the Mission Statements promulgated by most modern UK universities, (Brumfit et al 2004). This alleged intention is reinforced by the benchmarks specified by the Quality Assurance Agency for Higher Education, (QAA). Unfortunately the QAA hasn't yet published any Counselling Benchmarks. However, if we take benchmarks from parallel professions such as Sociology and Social Work, (QAA 2000), then the need for students to develop "a critical understanding" or the ability to "reflect critically" is strongly emphasised. Interestingly, this is also true of the published benchmarks for most other academic studies, (e.g. QAA benchmarks for Languages 2002; Architecture 2000; etc).

Clearly, an important part of transdisciplinary workplace counsellor education will be to enable the practitioners to think beyond the theoretical and practical confines of their original profession. In order to do so, both the students and their teachers will need to develop the ability to offer a personal, and a socially-driven, response to what Lash (1994) calls "reflexive modernity". In the world generally, it seems likely that old moral certainties are dying, (Beck 1992). This is equally true in the world of counselling, (Wosket 1999).

Therefore, this proposed MSc programme is targeted at experienced counsellors who are ready to move beyond the old therapeutic certainties and to escape from the constraints of orthodoxy. I want to help them to become sufficiently intellectually adventurous, and sufficiently professionally secure, to be able to take carefully judged, but sometimes risky, actions. I want to attract students who are already experienced counsellors but who now want to broaden their professional horizons.

The true professional, according to Barnett (1997), has a high-level ability to critically compare own discipline arguments with those found in any other professional calling that becomes of interest. This argument, when viewed from a transdisciplinary aspect, is also core to my own proposals for establishing a new genre of workplace counselling specialists. I believe that if these new professionals are to become successfully established, with a territory of their own, then they will need to move far beyond the values and practice areas of traditional counselling, even beyond counselling itself. I am arguing that the true professional has no disciplinary boundaries.

What Is Critical Thinking?

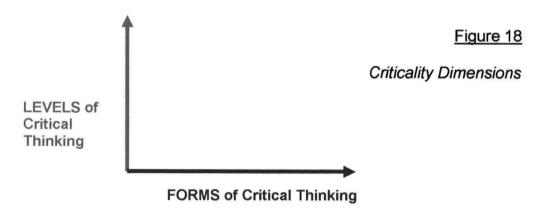
Critical Thinking is an important driver in the design of my new programmes. So, in educational terms, just what is it? Barnett, (1997), suggests that critical thought can be postulated as occurring in three Domains:

Domain 1: Knowledge

Domain 2: Self

Domain 3: World

Barnett also argues that Criticality in any of the Domains is positioned across two axes:



Barnett's model is not a psychological account of cognitive development, (Brumfit et al 2004). It sets out how Barnett believes that learners could, or possibly should, develop intellectually. Students developing the highest levels of criticality become "transformers". Transformers have a degree of critical ability such that it could transform their understanding of themselves, their chosen fields and their worlds. This ability could emerge from a critically reconstructed and expanded knowledge base, which, in turn, could lead to a transformation in the students' sense of being and knowing. Such a transformation might lead students to discover social and personal needs and suggest opportunities to take action to meet those needs and to even transform their worlds. The following table shows my own interpretation and partial re-tabulation of Barnett's original work, one that I believe better demonstrates the power of his fundamental premise.

<u>Table E</u> Criticality Table

	LEVELS OF CRITICALITY	<u>Domain 1</u> <i>Knowledge</i>	Domain 2 Self	Domain 3 World
4	Transformatory critique	Critique knowledge Reconstruct knowledge	<u>Critique self</u> Reconstruct self	Critique-in-action Collaboratively reconstruct world
3	Refashioning of Traditions	Critical thought (malleable traditions of thought)	Development of Self within traditions	Mutual understanding and development of traditions
2	Reflexivity	Critical thinking (reflection on one's own understanding)	Self-reflection (reflection on one's own projects)	Reflective practice ('meta-competence', 'adaptability', 'flexibility')
1	Critical skills	Discipline – specific critical thinking skills	Self-monitoring to given standards and norms	Problem-solving (means- end instrumentalism)
	FORMS OF CRITICALITY	Critical reason	Critical self- Reflection	Critical action

Barnett himself seems to be more interested in the effects of criticality than in its exact nature, (e.g. Barnett 1997 – Introduction). Although he doesn't tell us much about how to achieve them, Barnett is very specific about the desired outcomes of his ideas but not so helpful when it comes to examining the necessary educational process. This is an inherent paradox in Barnett's approach. He wants to develop students' intellectual freedoms and

abilities to generate a very high level of free-ranging thought. However, in order to develop these abilities, their teachers will need to have some validated educational standards and targets. This is a normal, and indeed essential, part of the world of Higher Education. In other words, we might well find ourselves imposing a normative educational structure onto the very nascent professionals whom we hope will become structure free.

In terms of Barnett's model, for fully developed professionals, (in this case Workplace Counselling Specialists), the desirable transformatory educational aspirations are the Critical Reconstruction of Knowledge, the Critical Reconstruction of the Self and the Collaborative Reconstruction of the World. Barnett wants us to acquire the ability and the motivation to change social systems and to move beyond current disciplinary discourses. Therefore, for the workplace-counselling specialist, criticality is a foundation purpose. After all, counselling is about change and change can never be affect-neutral.

The Goals of Criticality

As Barnett, (1997, p66), puts it, the fundamental purpose of high level, transformatory thinking is: "... to take up a stance against the world, to evaluate a proposition and to attempt to understand oneself..."

As can be seen throughout all 4 Parts of this Doctoral Project, I too have attempted to be revolutionary in spirit and intent. As Barnett (1997, p161), argues: "Critique earns its spurs when it illuminates a discourse. When it shows the discourse for what it is, when it reveals its partiality, its hidden interests and its pretentiousness."

[11.10] REFLEXIVE THINKING

Barnett appears to conflate criticality and reflexivity. For him they are inter-dependent and in his original Criticality Table he seems to use them at will. In Barnett's educational world, either of these processes often seems to mean the other. However, others (Schon, 1983; Stronach et al 2005; etc.) argue that reflexivity can be seen as an independent thinking process and that self-reflexivity and self-knowledge are essential factors in higher education and as Quicke, (1997), claims, establishing reflexive modernity is a proper purpose for modern higher education. If reflexivity is indeed an essential part of higher educational learning then it's clearly important to consider what learning in general, and reflexive learning in particular, might actually be. What objectives are being achieved?

One major taxonomy of Educational Objectives, (Anderson & Krathwohl 2001; Bloom 1956), divides learning into three domains, Cognitive, Affective, and Psychomotor. With regard to higher education for workplace counselling specialists, only the Cognitive and Affective domains need to be considered. These practitioners are very unlikely to need to acquire any new high-level psychomotor skills.

In terms of the Cognitive Domain, Bloom and his co-workers argue that knowledge acquisition starts with the simple absorption of facts and develops through to the ability to synthesise new knowledge and to reflect upon it. This process, according to Bloom (1975) and other writers, requires the student to develop the ability to make judgements about the value of learning material initially based on personal values and opinions that result in an end product, one with a given purpose but without there necessarily being any absolute right or wrong answers. In other words, at the highest level of Cognitive Domain learning, acquiring new knowledge is an intellectually reflexive process.

The Affective Domain proposed in Bloom's original taxonomy has been further refined by Krathwohl, Bloom & Maisa (1964). They see this domain as starting from "acceptance", which they define as being a willingness to be aware of, or sensitive to, ideas and to show a tolerance towards them. At its learning peak the knowledge gain is internalised by the students who can then use it to revise their own attitudinal and behavioural systems. These revisions permit the students, who have now supposedly evolved into autonomous practitioners, to make professional judgements based on an ethical appreciation of their own and other people's thoughts and actions. This level of learning affects a person's intrapersonal/interpersonal values and judgements and is a self-reflexive process.

Schon, (1983), proposed the concept of reflection-in-action or the Reflective Researcher. This, he says, is the true goal of the high-level thinker and doer. For Schon, (1987), reflection is both an educational and a thinking process. Nascent professionals, as they become high-level thinkers, develop their own conceptualisations of problems or issues and formulate ways of implementing their solutions. In this educational model particular emphasis is placed on seeing the end products of the reflective process as being actions to transform both the self and the world around the self. It can be argued that these conceptualisations are only ways of explaining the practitioner's internal processes of knowledge-acquisition rather than ways of explaining the knowledge-analysis process.

When criticality is absent the result is surface learning, (Rowland 1999) and therefore a discipline's adherents will have an inadequate basis for producing truly original concepts.

On the other hand, however, when knowledge is much more than surface deep, when it enables the learner to change the self and the social/physical environment then it is arguable that such learning, and its personal and social consequences, are "knowledge-in-action" This is the level at which reflexivity too has become transformatory. Therefore knowledge as transformation might also be the point in educational evolution where Reflexive Thinking and Critical Thinking meet, combine and become <u>True Criticality</u>.

[11.11] INTELLECTUAL RESOURCES AND TRUE CRITICALITY

The power to transform self and society is an awe inspiring and a powerful responsibility to place both on the learners and their teachers. Nevertheless it's exactly what it is planned that the proposed new Workplace Counselling Specialists will eventually be able to achieve. I want to encourage these new specialists to move beyond counselling's traditional boundaries. This means that I am hoping that they will transform themselves as counsellors, transform themselves as professionals and go on to see counselling as having a whole new series of professional and trans-professional objectives. Potentially they could be instruments of significant reform within the counselling profession.

My proposed new higher-education training programmes for Workplace Counsellors are, in the true sense of the word, revolutionary. Not in a socio-political sense, but in the sense of encouraging fundamental criticism and radical, meta-disciplinary, reconstruction of all that has gone before. For counsellors, reflexivity is already an integral part of professional life. Because counselling training exposes its practitioners to a non-mechanistic, view of humans, (Woolfe 2003), counselling appears at first glance already to be a critically reflexive process. This is only correct in that counsellors actively criticise the non-counselling world. What they don't seem to do very often is to criticise the counselling world itself. However, superficially at least, the counselling world lacks unity and seems to be largely made up of rival therapeutic schools, each fiercely defended by its adherents who seem to have great difficulty in moving "... beyond schoolism", (Clarkson 1998).

Criticality, according to Barnett is at its best when it becomes a force for transformation. For the workplace-counselling specialist, these transformations must occur both within the

counselling world and also within the many worlds beyond. Clearly, this involves reflections, re-workings and critiques, (Barr 1999), within the knowledge growth process. In common with the general thrust of my own research, this process involves knowledge-gain, collaborative learning and critical reflection on self and the world, (Walker 2001a).

However, there is a major weakness in the concept of critical being as Barnett conceptualises it. As I have already noted, it appears that he is more concerned with how criticality might be used than he is with considering how it might be encouraged to develop, (Johnson et al, 2003a). What are the intellectual and educational resources that are needed to foster criticality? Barnett lists the skills and attitudes that learners need to acquire in order to become critical beings but he tells us very little about how learners can achieve these skills, (Johnson et al 2003b). As Bailin et al, (1999) note, such lists tell us little about the psychological states, abilities or processes that enable critical thinkers to have the requisite accomplishments, and nothing about the intellectual procedures that are likely to be efficacious in bringing them about. Bailin et al, (1999), go on to list the intellectual resources that they believe will underpin acquiring a sense of critical being. As most of these could be acquired by appropriate learning and training it may be that developing these resources is a measurable basis for the acquisition of critical being. The following list is my re-interpretation of Bailin et al's original list so as to make it comparable to Barnett's Transformatory Level of Criticality:

- 1a) Background knowledge: (what is known or discoverable)
- 1b) Knowledge of critical thinking in a discipline: (standards, principles, context)
- 2) Psychological disposition: (respect for reason/truth enquiring and/or questioning attitude)
- 3a) Possession of critical concepts: (identify disagreements, implications, assumptions)
- 3b) Knowledge of critical thinking strategies: (heuristic approach, counter-arguments, evaluating alternatives, critical/constructive debate

This re-interpretation is heuristically useful in that it permits Barnett's Transformatory

Criticality Levels to be associated and combined with Bailin et al's proposed Intellectual Resources to generate a much fuller picture of the meaning of the term "Criticality" which I have called "True Criticality". I have devised the following table in order to demonstrate how this might be achieved:

<u>Table F</u>

Combining Critique with Intellectual Resources, (= True Criticality)

TRANSFORMATORY CRITIQUE	TRANSFORMATORY INTELLECTUAL RESOURCES
Critique Knowledge	Acquiring background knowledge (knows or can find out)
Reconstruct knowledge	Knowledge of critical standards in various disciplines
Critique self Reconstruct self	Psychological disposition (respect for reason, self, integrity, truth enquiring/accepting attitude)
Critique-in-action Collaboratively reconstruct world(s)	Possession of critical concepts Knowledge of critical thinking strategies

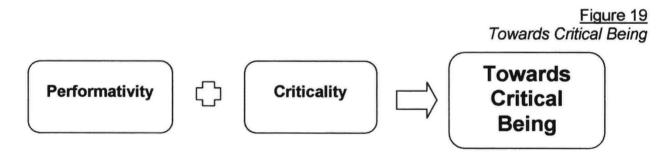
[11.12] CRITICAL BEING

It is arguable that criticality without action is intellectually barren. That is why throughout this Doctoral Project my emphasis has been on Action-Research. I did not adopt this approach simply because it is a convenient research tool. I adopted it because it is central to my own being. I want not only to learn but also to use my learning. I want to transcend the boundaries of counselling's prevailing discourse and enable the proposed new counselling professionals to adopt trans-disciplinary approaches to their various tasks.

Achieving this intention will, however, depend on an apparent contradiction in my work. It is this. In order to succeed I need to be able to sell my ideas to the counselling community and to those who connect to that community. The potential future employers of my nascent workplace counselling specialists have clearly told me that they will only buy if enhanced

professional performance is a key element in my new product, (Claringbull 2004). The educational market place is arguably a relatively free one, (Peters & Roberts 2000), one that matches willing buyers and willing sellers. This means that it is necessary to satisfy that market and at the same time attend to the professional/developmental needs of workplace practitioners by providing them with the appropriate high-level education. Therefore, in order to attract those who wish to become workplace-counselling specialists, and to satisfy those who might eventually employ them, it is equally important to attend to both performativity and to criticality. It is likely that both these requirements will need to be satisfied before opportunities could arise to develop transdiscipline critiques and actions.

I have already suggested that two important drivers in higher education are performativity and criticality in respect of the self, the parent discipline and any other disciplines that become of interest and I have argued that both of these drivers become transformatory when they operate at their highest levels of attainment. Therefore, at this level, if rather than simply envisioning these two drivers as being independent educational processes, we could instead combine them, then it is then possible to suggest that education at its highest level transforms the learner towards what Barnett, (1997) calls "...a state of Critical Being".



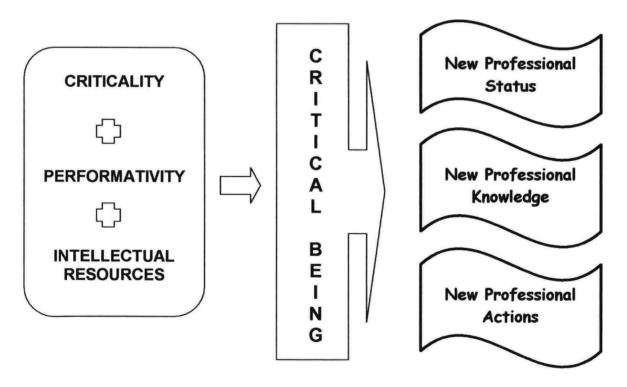
Critical Being then becomes the ultimate goal of professional activity as it transcends merely being the transmission of critical thought, (Huges 1999). It is now clear that workplace-counselling practitioners, like professionals generally, will need to adopt a questioning approach to their knowledge, themselves and their worlds. The old certainties are dying, (Beck 1992). Orthodoxies, both within the world of counselling and within the wider general world must always be questioned. As Barnett argues, high-level thinkers will need to be able to participate in, and to critique, debates within their original disciplines by comparing them to critical argument in other disciplines. Within the higher educational

discourse, the performance-based practitioner is concerned with the instrumental, the operational, the technical and the achievable aspects of knowledge gain, (Skelton 1999). When the power of criticality is added, then the practitioner can adopt an attitude which could be called "Critical Being", a transdisciplinary way of being whose core purpose is to transform.

[11.13] PROFESSIONALISM AND THE WORKPLACE COUNSELLING SPECIALIST

It is now possible to suggest where we might find the learning and developmental "gold standards" for the proposed future workplace-counselling professional specialists. It is my argument that this could lie in their ability to achieve attitudes to themselves, their disciplines, their life-long learning and their worlds that can best be described as Critical Being. This is also a way of professional being, a way that will enable the workplace counsellors to challenge their personal, social, professional and political worlds. It is my proposition that forging a relationship between Criticality and Performativity, one that is powered by the necessary/appropriate Intellectual Resources might be a very effective way of doing this.

Figure 20
Critical Being and Professionalism



This Workplace Counselling MSc programme by itself will not confer professional status on the workplace-counselling specialist. What it could be, however, is a major contribution towards bringing the workplace counselling professional into actuality and the programme is further described in Chapters 12 & 13 and In Annexe 1. At this stage it is worth noting how the design of the MSc and the concept of Critical Being complement each other.

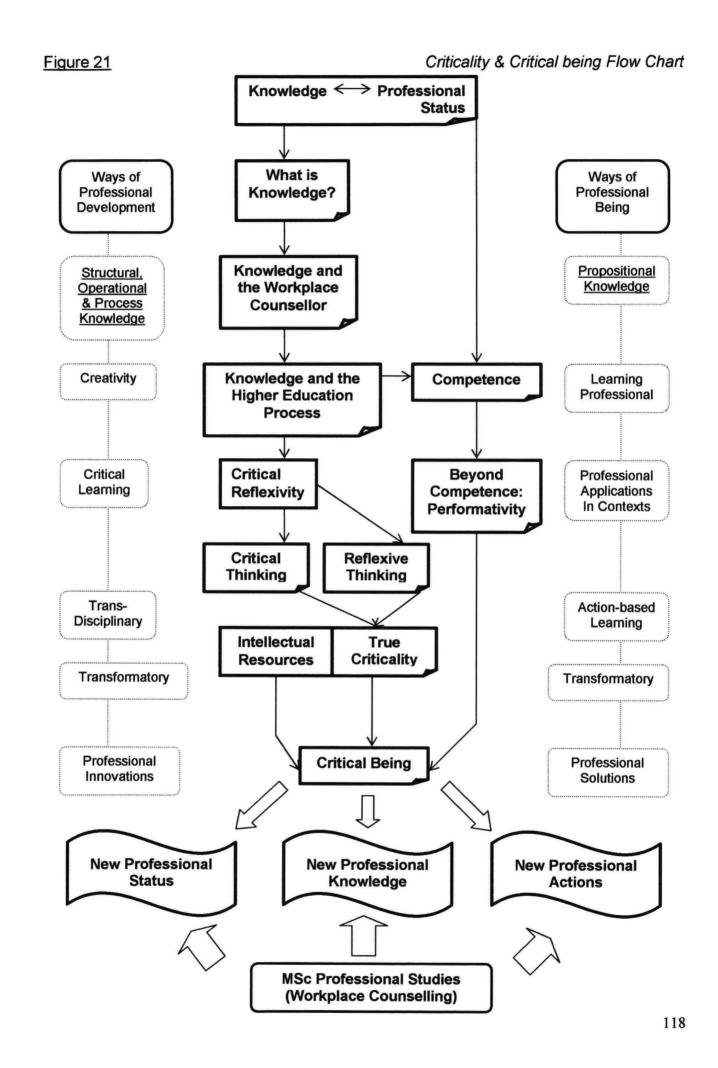
[11.14] KNOWLEDGE ACQUISITION PATHWAYS AND THE NEW MSC:

During Year 1 the students build on their existing Mode 1 knowledge and begin to acquire new Mode 2 knowledge as they complete the Postgraduate Certificate part of the programme.

During Year 2, as they acquire Mode 2 knowledge, developments in their being as Learning Professionals are reinforced during the Postgraduate Diploma component of the programme and culminate in the transdisciplinary appreciation, the enhanced critical being and the exploration of new knowledge applications.

During Year 3 the students' developments in critical being and as lifelong learning professionals, are further encouraged as essential factors in the Research Dissertation component of the MSc programme.

Graduates of this MSc will have moved beyond what Ryle, (1949), called "... the distinction between knowing how and knowing why" and will have moved towards a form of criticalitybased thinking in which they control and direct their own engagements with new knowledge, new questions and new applications. As they learn to critically evaluate their own cognitive frameworks, their assumptions about themselves and the world and increase their self-knowledge and self-awareness, these new specialist practitioners will now be engaged in a developmental meta-process, (Eraut 1994). The students on this MSc course who successfully complete all 3 stages of the programme and who emerge with a highly developed personal level of Critical Being, will have good grounds for claiming that they are ready to move on to assuming a new professional status and it is possible that they too will undertake further studies at a professional doctorate level. The following Flow Chart shows how Ways of Professional Development progress/develop in parallel with Ways of Professional Being. In a parallel process Knowledge Acquisition evolves into Criticality which, when combined with Performativity and Intellectual Resources promotes the evolution of the Learning, Transdisciplinary, Professional as a Practitioner/Professional Specialist who has attained and exhibits Critical Being.



CHAPTER 12: Planning the new MSc programme

[12.1] THE EDUCATIONAL QUALITY ASSURANCE AUTHORITY

The Quality Assurance Authority for Higher Education, (QAA), has published extensively on quality control, educational standards and similar issues, (http://www.qaa.ac.uk/). Every higher education institution must ensure that appropriate academic levels are being achieved and it is the core purpose of the QAA to safeguard the public interest by demanding sound standards in higher education qualifications and to encourage continuous improvement in quality. This is achieved by a comprehensive and ongoing review and audit system, (Burgess 2004). In this Part, I shall only be referring to the criteria that apply at Masters Level. In particular, I shall be examining how the validating university, (Southampton) has interpreted the QAA recommendations and how these interpretations have been built into the design of this new MSC in Workplace Counselling.

The QAA has also published a National Qualifications Framework, (QAA 2001) that provides for consistency in the use of qualification and award titles, (undergraduate to postgraduate). Later that same year, a Consortium of UK Higher Education Bodies provided a set of Learning Descriptors for each level of academic award. With regard to Masters Level programmes these Descriptors are:

- ✓ Display mastery of a complex and specialist area of knowledge skills
- ✓ Employing advanced skills to conduct research or advanced technical and professional activity
- ✓ Accepting accountability for related decision making including using supervision

Note; the coloured typeface used in the following sections has been inserted in order to help the reader identify the concepts of PERFORMATIVITY and CRITICALITY as they appear in the following text.

These Descriptors appear at first glance to be more illustrative of competence in applications, (*PERFORMATIVE*) or normative qualities than indicators of high-level, critical, thinking. However, mastering complex skills and employing advanced skills will clearly necessitate that students also develop an enhanced level of *CRITICALITY*.

[12.2] THE MSC VALIDATING UNIVERSITY'S REQUIREMENTS

It is also arguable that encouraging thinking at the Critical Being level is a proper educational objective at masters level and above. In the case of this MSc, promoting Critical Being is a specific educational requirement of the validating university. The validating university demands high expectations of its postgraduate students and it has set out its own additional criteria for Postgraduate Awards, (see Appendix F – Addendum Volume). These include an impressive mixture of <u>performativity</u> and <u>criticality</u> factors. The following analysis is my own content analysis of the university's published criteria.

- 1) A <u>systematic understanding</u> of knowledge, and a <u>critical awareness</u> of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice
- 2) A comprehensive <u>understanding of techniques</u> applicable to their own research or advanced scholarship
- 3) <u>Originality</u> in the application of knowledge, together with a <u>practical understanding</u> of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- 4) Conceptual understanding that enables the student to:
 - a) Evaluate critically current research and advanced scholarship in the discipline b) Evaluate methodologies and develop critiques of them and c) where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- i. Deal with complex issues both systematically and creatively, make informed judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- ii. Demonstrate <u>self-direction</u> and <u>originality</u> in tackling and solving problems, and <u>act autonomously</u> in planning and implementing tasks at a professional level
- iii. Continue to advance their knowledge and understanding, and to develop new skills to a high level

I have already demonstrated the importance of Critical Being and its constituent performativity and criticality factors and associated them with the underpinning Intellectual Resources. This is the bedrock, at least as far as my proposals are concerned, for any claims to professional specialism by the workplace-counselling practitioner. The university's postgraduate requirements clearly also include Performativity Factors and Criticality Factors. Therefore, this is the point at which the university's requirements and the philosophical rationale behind the new MSc programme meet and meld into a combined foundation for the final postgraduate award, the MSc itself.

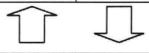
[12.3] THE LEARNING PLAN

When all these factors are taken in sum, then it becomes possible to draw up the Critical Being Table, (Table G), which is shown on Page 122 following. This table provides a basis for ensuring that the tuition standards and student personal development achievements that the MSc programmes are designed to encourage will support the acquisition of Mode 2, (*Propositional*, *Structural and Operational*), knowledge. The key to a well-designed, Mode 2 knowledge-enhancing, postgraduate programme will be to make sure that all of the factors listed above are incorporated into its delivery. This has been done by converting Table G into the Learning Matrix, (Table H), that is shown on Page 123. The Learning Matrix will be used to test the quality of each Individual Unit and the MSc Programme as a whole. What then follows in Chapter 13 is a comprehensive description of the new master's-level programme for training Workplace Counselling Professional Specialists that will commence at the validating University in October 2006. The whole of the MSc Programme is set out in more detail in Annexe 1 in this Volume.

Table G

TABLE G Critical Being Matrix

CRITICALITY (Transformatory critique)	CRITICALITY (University requirements)	INTELLECTUAL RESOURCES (Measurable)	PERFORMATIVE (University requirements)
Critique Knowledge Reconstruct knowledge	Originality Evaluate critically Develop critiques	Acquiring background knowledge (knows or can find out) Knowledge of critical standards in various disciplines	Systematic understanding Understanding techniques Practical understanding Advance knowledge/scholarship
Critique self Reconstruct self	Critical awareness Act autonomously/ Self-direction	Psychological disposition Respect for reason, self, integrity, truth Enquiring/accepting attitude	Advance understanding Develop new skills
Critique-in-action Collaboratively reconstruct world(s)	Propose new hypotheses Creativity	Possession of critical concepts Knowledge of critical thinking strategies	Deal systematically Make informed judgements



CRITICAL BEING

C = Criticality

IR = Intellectual Resources

P = Performativity

TRANSDISCIPLINARY EDUCATIONAL STANDA	RD	Where Achieved
Critique knowledge / reconstruct knowledge	С	
Critique self / reconstruct self	С	
Critique-in-action / collaboratively reconstruct world(s)	С	
Originality	С	Visit in the second
Evaluate critically	С	
Develop critiques	С	
Critical awareness	С	
Act autonomously/self-direction	С	
Propose new hypotheses	С	
Creativity	С	
Acquiring background knowledge, (knows or can find out)	IR	
Knowledge of critical standards in various disciplines	IR	
Psychological disposition 1: Respect for reason, self, integrit	A Committee of the Comm	
Psychological disposition 2: Enquiring/accepting attitude	IR IR	
Possession of critical concepts	IR	
Possession of critical concepts Knowledge of critical thinking strategies	IR IR	
Knowledge of critical thinking strategies	IR	
Knowledge of critical thinking strategies Systematic understanding	IR P	
Knowledge of critical thinking strategies Systematic understanding Understanding techniques/evaluate methodologies	IR P	
Knowledge of critical thinking strategies Systematic understanding Understanding techniques/evaluate methodologies Practical understanding	IR P P	
Knowledge of critical thinking strategies Systematic understanding Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship	IR P P P	
Knowledge of critical thinking strategies Systematic understanding Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship Advance own understanding	IR P P P	

CHAPTER 13: constructing the new MSc programme

[13.1] GENERAL INTENTION

Clearly, the new MSc Programme is only a contribution to the professionalisation of workplace counselling because, by itself, it does not confer professional accreditation on workplace counselling specialists. The ultimate "official licensing" of the putative Workplace Counselling Specialist is, as yet, a mainly un-debated issue. However, the point at which graduates of this course approach true professionalism is at the end of the programme when it is intended that they will have attained high levels of transdisciplinary knowledge and a cognitive attitude of Critical Being and demonstrate this attainment by successfully completing a Research Dissertation. The purpose of this Programme is to progressively encourage the development of such an intellectual/professional posture.

Students wishing to enrol on this Programme must demonstrate that they are already highly experienced and qualified counselling practitioners. Therefore, they will already be routinely operating at least at the level of Mode 1 - (Propositional), Knowledge. They will also need to be experienced in successfully applying their existing, extensive, levels of competence to various applications and so they should have already begun to acquire emerging levels of Performativity. It is important to note, however, that the students will not be required to abandon their pre-course levels of Mode 1 Knowledge; indeed they will be actively encouraged to actually increase their existing Mode 1 abilities through acquiring the additional, added-value, skills and knowledge demanded by their potential Employers, (Claringbull 2004 & 2005). As will be seen later in this chapter and in Annexe 1, this skills enhancement/extension process is examined further in the relevant parts of the programme and in particular in the "Time Limited Counselling" and "Stress Analysis" Units.

The ultimate goal of this Programme is to take the students beyond merely being highly accomplished, highly skilled, Mode 1 practitioners. Its final purpose, for those who successfully complete the postgraduate programme, is to produce practitioners who operate at advanced levels of criticality and transdisciplinary professional learning. It is planned to achieve this by encouraging the students to develop extensive Mode 2 - (Structural, Operational, Process), Knowledge. How this is to be done is described later in this Part when the Learning Aims and Outcomes together with the relevant Syllabi are considered for each of the Units, which in combination, make up the overall Programme.

[13.2] THE OVERALL PROGRAMME - see Annexe 1 - This Volume

- 1) Year One: Students begin Year One by taking the first four taught Units. These are:
 - a) Workplace Counselling Models
 - b) The Roles of the Workplace Counselling Specialist
 - c) Time Limited Counselling
 - d) Stress Analysis and Management

During this part of the Programme students will be acquiring additional counselling and consultative Mode 1 knowledge and skills, (new counselling models; ethical issues; organisational theory; brief psychotherapy interventions; analysing stress, etc.) and they will be starting to acquire Mode 2 knowledge, (workplace counselling in context; critiquing current research; etc). Successful students may either proceed to Year Two or terminate with an award of a Postgraduate Certificate in Workplace Counselling.

- 2) <u>Year Two</u>: Students who continue on to Year Two will take the next four taught Units. These are:
 - e) The Counselling Researcher/Practitioner
 - f) Developing the Professional Counsellor
 - g) Reflective Practice
 - h) Collaborative Practice

During this part of the programme, although propositional knowledge is still imparted, (research skills; current debate on trends in counselling; etc.), the emphasis is on transdisciplinary approaches to workplace counselling practice. The focus on a transdisciplinary approach starts to evolve more overtly in Year Two because the Research Unit and the Professional Practitioner Development Units are taken in conjunction with students from other differentiated, separate, postgraduate, counselling programmes. In this sense, "transdisciplinary" mostly means "trans-psychotherapy schools or disciplines".

The final 2 Units, (Reflective Practice; Collaborative Practice), will be taken in common with students from other likely, relevant, different disciplines, (social studies; sociology; family therapy; managing practice learning; community care; international social work; etc.). During these last 2 Units, students are especially encouraged to develop/enhance

their abilities to critically reflect on themselves, the knowledge-base of their own discipline and the practice/knowledge-base of other disciplines. In other words they are being encouraged to move towards what Gibbons et al, (1994), have called a meta-disciplinary approach. Examples of this shift to extensive/enhanced Mode 2 learning are found in the examination of counsellors as embedded researchers, and as professional practitioners who can overview their own profession's knowledge claims in terms of that claimed by other disciplines.

Successful students may either proceed to Year Three or terminate with an award of a Postgraduate Diploma in Workplace Counselling.

3) Year Three: In Year Three, the students will reinforce their Mode 2 learning by undertaking a major piece of original research of publishable quality. The investigation must be innovative, creative, and show a high level of criticality. It is during the final year, (Year 3), Research Dissertation that the new MSc Programme's contribution to the professionalisation of workplace counselling reaches its maximum. All of the preceding teaching and learning is brought together in the Research Dissertation, and in order to properly complete this task, the students must demonstrate that they are competent producers and users of Mode 2 knowledge. Successful students will be awarded the MSc and will therefore have good reason to claim to be true professional practitioners who have achieved high levels of Critical Being.

Essentially, the Research Dissertation is a compilation of the knowledge gained on this MSc Programme and it is also a foundation for future knowledge gain. It is, in effect, a forerunner of future professional evolution. The manner in which a student completes the Research Dissertation will be a powerful indicator of that student's likely approach to continuing to develop as a Lifelong Learner, (Merriam 2001) or as Eraut, (1994) puts it, "... as a Learning Professional," one whose professional practice will often include encountering situations, problems and tasks that demand context-specific, innovative, discipline-free solutions.

As I demonstrated in Chapters 11 & 12, the essential quality that this Programme seeks to inculcate in its emerging professionals is that of Critical Being. How each of the 3 constituent years of study builds towards this concept is shown in the Course Map, (Figure 22), which will be found on page 130.

[13.3] YEAR ONE EMPHASIS

Earlier in this chapter, (page 123), I produced an Overall Learning Matrix that will be used to show how, and to what extent, each Individual Programme Unit meets the needs of both the Validating University and the Quality Assurance Authority for Higher Education. The Year One students will begin their journey towards critical being at the same time as they are acquiring the added-value enhanced skills, (competencies), demanded by their likely Employers. Having already identified a comprehensive sample of these needs (Claringbull 2004 & 2005), I have constructed the Programme Syllabus to meet them. This provision has been mostly placed in Year One so as to allow practitioners who only want to acquire enhanced skills to do so and then exit the Programme. In addition, the Year One Units can all be taken as stand-alones. Therefore, they will also be attractive to practitioners who only want to acquire a specific skill to meet a specific demand. The Employers' needs that were identified in Claringbull (2004), are:

<u>Cluster 1:</u> Organisational awareness, dynamics, systems & issues; Understanding the world of work; Awareness of different and differing workplace cultures and environments; Putting counselling into context

<u>Cluster 2:</u> Ethical issues/dilemmas around the 3-way contract; Understanding the dual clientemployer relationship; Confidentiality & law; Employer best practices (HR, employment law, discipline etc)

<u>Cluster 3:</u> Client assessment; Mental Health assessment; Risk assessment; Risk management Cluster 4: Critical incident work; Time-limited therapy; Mediation work; Stress analysis

These learning needs are met as follows:

<u>Table J</u> Year 1 Learning Matrix

UNIT	CLUSTER 1	CLUSTER 2	CLUSTER 3	CLUSTER 4
a) Workplace Counselling Models	X	X		
b) Workplace Counselling Roles	X	X	X	
c) Time limited Counselling				Х
d) Stress Analysis and Management			X	х

[13.4] YEAR TWO EMPHASIS

It is during this year that the Criticality and Performativity inducing/enhancing components of the Programme come to the fore. Overall, as with Year One, Year Two is measured against the Learning Map in order to show how these requirements are met. It is during Year Two that Performativity is combined with Criticality to create Critical Being. A more detailed description of how this is achieved will be found in the Annexe 1. This is also the part of the Programme in which the students are encouraged to adopt a transdisciplinary approach to their work. These various aims are met as follows:

<u>Table K</u> Year 2 Learning Matrix

UNIT	CRITICALITY	PERFORM- -ATIVITY	TRANS- DISCIPLINARY	CRITICAL BEING
e) Counselling Researcher/ Practitioner	X	XX	X	X
f) Developing the Professional Counsellor	XX	X	X	XX
g) Reflective Practice	XX		XX	XXX
h) Collaborative Practice	XX		XX	XXXX

[13.5] YEAR THREE EMPHASIS

Year Three is the period during which all of the learning outcomes of the preceding two years are drawn together into a composite whole by undertaking a major piece of Supervised Research. There is no formal teaching during Year Three. Each student's individual set of enquiries and the learning derived from them will be that student's unique contribution to professional knowledge within and beyond the discipline of workplace counselling. Successful students must demonstrate Criticality, Performativity, and

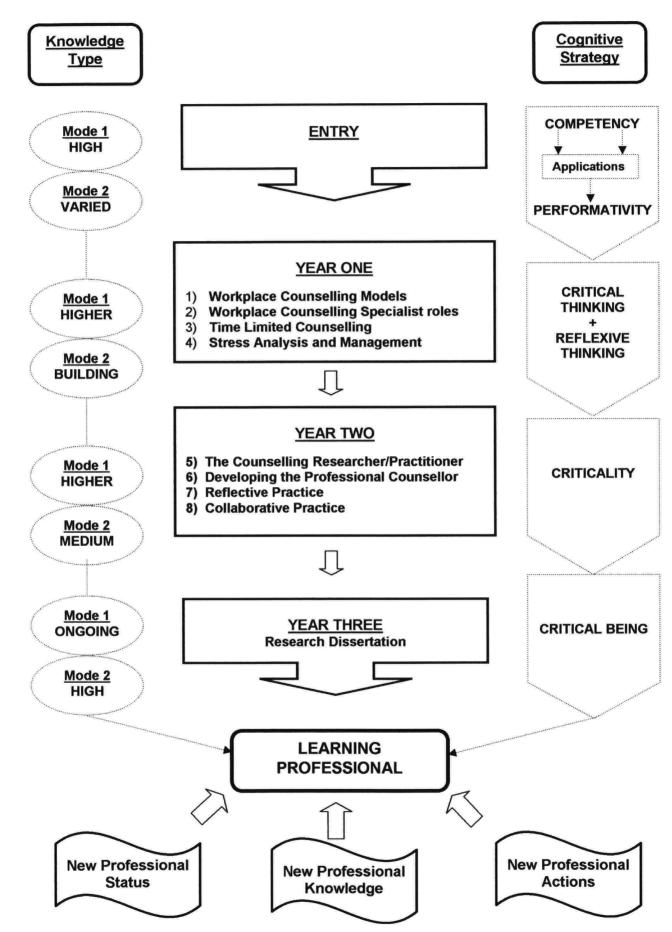
Transdisciplinary Critical Being to levels such that True Professionalism is claimable even though an officially recognised status of their discipline, that of the Workplace Counselling Specialist, remains unestablished. In addition, the Research Dissertation must also be of a quality to satisfy the Qualification Descriptors at Masters Level, (Quality Assurance Agency for Higher Education 2001). These are:

- i) A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice
- ii) A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- iii) Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- iv) Conceptual understanding that enables the student:
 - To evaluate critically current research and advanced scholarship in the discipline
 - To evaluate methodologies and develop critiques of them and,
 where appropriate to propose new hypotheses

A comparison of these M-level Descriptors with the factors listed on the following Programme Map shows complete compatibility when Year Three Critical Being is attained.

[13.6] MAP OF THE MSc PROGRAMME

The following map shows how a Year 1 MSc student, who is already a qualified counselling practitioner, (mainly Mode 1 Knowledge), progresses through the PG Certificate and PG Diploma pathways and gradually acquires the Mode 2 Knowledge and higher Cognitive Strategies and that underpin the student's emerging status as a Learning Professional. This overall progress/evolution is evidenced by the student's ability to successfully complete the required Research Dissertation.



PART 4

A CONCLUDING TALE

CHAPTER 14: Critical reflection

[14.1] THE TALE IS TOLD?

In one sense this Doctoral Project is complete. Some new propositional knowledge, (see Part 2 of this Report), has been generated which is now being proposed as constituting a useful contribution towards new ways of teaching and modelling workplace counselling. This propositional knowledge was translated into operational and structural knowledge, (see Part 3), as I undertook responsibility for designing a new Workplace Counselling MSc Programme and for processing its validation through the Higher Education Academic Standards and Quality Assurance system. In addition, an outline proposal and a sample chapter of a new book, (working title: "WORKPLACE COUNSELLORS – the Professional Practitioners), has also been produced, (see Annexe 2).

However, in another, and equally real sense, this tale is unfinished because, as was noted in Parts 1 & 2, the overall methodological approach used in this Project has been based on qualitative enquiry and such investigations tend to be weakly boundaried, ongoing and constitute a fluid and ever evolving process, (Ponteretto & Grieger 1999). Therefore, this Project could more properly be described as an ongoing and continuous learning process; one that from time-to-time has interim or operational boundaries derived more from practical convenience than any sense of final completion. The malleability and ongoing nature of this work can also be seen as a core property of the underlying action-based methodology, (Carr & Kemmis 1986: Lewin 1947; Ryan & Defestano 2000), used in the four Research Phases that have been commented on in detail in this Report, (Part 2).

It seems to be well established, (Conquergood 1998), that an essential principle of action research is that all of the participants, including the researcher, are stakeholders in the work and that they collaboratively produce the research findings and co-operate with attempts to turn these findings into action; (Stringer 1996). However, in this case, collaboration should not be taken to mean that these enquiries were the product of a fully co-operative, democratic, investigation methodology because, although the community-located focus of action research methodology has to a major extent qualified my research leadership, (Baskerville 1999), it still remains the case in this Project, that the researcher's actual role is much more akin to that of a "first amongst equals". Having said this, it is also

true that this Project's research participants are important research stakeholders who are still working with the researcher to co-generate knowledge through an ongoing, collaborative, communication process, (Greenwood & Levin 2000). Therefore, to a greater or a lesser extent, all of the research participants were, and still are, research investigators and they continue to influence these enquiries at all stages and at all times, now and in the future. There is more yet that the stakeholders can contribute to this ongoing research story and so there are yet more tales to tell.

There are two other important reasons why this work is incomplete. Firstly, the new Workplace Counselling MSc Programme is still to be delivered and tested and this will need to be subject to future research. Secondly, the book still has to be finalised, and completing it, in accordance with the prospective publisher's editorial policy, will be a Post-Doctoral Project. Therefore, bearing all these factors in mind, it can clearly be seen that this tale really is far from being told.

[14.2] REFLECTING ON THE "MISSING" RESEARCH

It seems that there could be yet another inherent reason why these enquiries are incomplete. This is because subsequent critical reflection has identified the possibility that there might be some "missing" research. Such an absence, or such a research shortcoming, might be rooted in the way in which the research "stakeholder" population was defined and selected.

In Phase 4, (the Main Enquiry), of my research, (pp 60-75), I identified three broad groups of potential "stakeholders" with whom I planned to collaborate. These were:

- A) EAP Managers
- B) Academics
- C) Workplace Counsellors

I obtained data from the Managers and the Academics and I deliberately postponed obtaining data from Workplace Counsellors until I could research the experiences of students on the new MSc programme as it is eventually delivered. This was, in part, an operational choice targeted at making my research workload more boundaried. However, it

now seems possible that some other, hitherto unrealised, effects might have resulted from this deferral decision. These have arisen because such a choice apparently depends on an inference that the workplace counsellor practitioner community is, as yet, only an emergent one rather than being an already established population. These effect limitations also arise because such a choice also infers that I would not be able to profitably identify such a "coal-face" professional practitioner group until later in my post-doctoral research activities. Are these inferences accurate?

It is arguable that a major purpose of the Participatory Action paradigm, (Hart & Bond 1995; Reason & Bradbury 2001), used in Phase 4 of my research is to promote change within a specific population by actively engaging with as wide a range of stakeholders as is practicable. It is research promoted by a multiplicity of "insider" researchers, (Munn-Giddings et al 2005) rather than a catalyst-driven promotion by "outsider" researchers, (Winter & Munn-Giddings 2001). Therefore, it seems likely that there will be clear benefits if the importance of involving as many of the potential research stakeholders as possible is recognised and responded to, (Greenwood & Levin 2000), and there is evidence that this may be especially true in the case of the design of academic programmes, (Reynolds 1994). It is also arguable that action research should be relevant to the goals and prescribed activities of the stakeholders, (Chambers 2000) and in this case, as the research is applied to a specific situation, (that of examining the potential of workplace counselling to become a professional specialism), it needs to be seen to be reliable and credible to anyone with an interest in such an area of enquiry, (Chambers 1995). After all, it seems likely that research results are more likely to be used when they support the interests and goals of the organisation in its entirety, (Landry et al. 1998), and in this case the "organisation" is the world of workplace counselling.

All these considerations strongly support the notion that it is essential for an Action-Researcher to ensure that the research group is as comprehensive as possible and that it represents all of the interested parties. It was intended that this Project should take the form of what Ellis & Bochner, (1999) call "complete member research", in which researchers and the researched explore the needs of a combination of stakeholder groups of which they are already constituent members. However, upon reflection, it might be arguable that the Project could be seen as having an "incomplete" member research

population if some of those stakeholder groups, who could legitimately claim to be members of the overall workplace counselling community, are found to be insufficiently represented. In addition, it is also arguable that by selecting some stakeholder groups, and omitting others that I might have allowed some of the individual sub-group interests undue influence over the research findings. This is clearly a possibility in the case of funded research where Bogdan & Biklen, (1998), have suggested that any resultant skewing has the potential to permeate the whole of the project and so create speculation about "who controls the research", (Cheek 2000). Obviously, in this case the research was not funded, but, nevertheless, the power of the inputs from the two selected stakeholder groups, (EAP Managers; Academics), could have had the effect of obscuring the needs of other participants or potential participants, (in this case current workplace practitioners). Therefore, the overall outcome might be that I have ignored a major source of data. This is the data that I might have been able to obtain from current workplace counselling practitioners. Therefore, it is now necessary to consider the possibility that this Project's research-group stakeholders might not have been adequately representative of the workplace counselling community and that it might have been more instructive if ways of accessing current workplace practitioners had been better explored.

Nevertheless, there are arguments against involving the existing population of those who would describe themselves as being current workplace practitioners. One such argument comes from my earlier suggestion, (see Parts 1 & 2 of this Report), that some forms of what is alleged to be workplace counselling, when evaluated as it is actually provided, is merely generic counselling that has been disguised by the fact that it is paid for by employers and delivered to employees and their dependents. This argument implies that a definable and discrete stakeholder group of current workplace practitioners, (as opposed to generic counsellors who happen to operate in the workplace), might not yet properly exist. However, by making this assumption and by deferring my data collection from workplace practitioners until I could access my new breed of workplace specialists, it seems possible that I have failed to consult a potentially important source of learning about current workplace practice. The reality is that there are many practitioners who work as counselling "affiliates" with one or more of the many existing workplace counselling services and who would certainly see themselves as being workplace-counselling practitioners. Not only would their experiences have been a further, rich, source of learning

but these practitioners are also potential "customers" for postgraduate specialist counselling programmes. They might have some very interesting views about the true range of the services that they currently provide and about whether or not these services correspond, at least in part, to the apparent need for the "counselling plus" provisions that I have identified throughout all 4 Phases of my research. Such a stakeholder group might also have some valuable insights to offer about what suitable workplace counsellor training programmes should include if their own personal developmental needs as life-long learning professional specialists are to be adequately met.

Bearing these considerations in mind, it is instructive to wonder about what sorts of additional learning might have been gained by enquiries centred on a representative group of current workplace practitioners. After all, these might be some of the very people who might be seeking postgraduate-level specialist training in workplace counselling practice. Amongst these potential learning outcomes might have been information about:

- The numbers and types of practitioners currently working either as EAP Affiliates or as Private Consultants
- The range of services that they offer
- The ways in which they see workplace counselling developing
- Their views on its potential to become a professional specialism

A call for suitable research to further consider these possible additional sources of learning will be found in Paragraph 14.7 of this Part of my Project Report.

[14.3] REFLECTING ON THE VALUE OF THIS PROJECT'S OUTCOMES

Irrespective of the specific outcomes that emerge from this Project's, (or indeed any other), series of enquiries, it is necessary to reflect on the inherent value of those investigations. In the case of my own work that is set out in this Report, it is therefore important to reflect on just how helpful the outcomes actually are. What do my enquiries really offer both to my stakeholders and to me? To what extent have we influenced or driven the outcomes and to what extent do these outcomes influence or drive us?

The notion that human enquiry is influenced by its investigators is not new, (e.g. Cassidy's 1991 review of Heisenberg's work). As has already been noted, (Parts 1 & 3), the modernists have traditionally seen knowledge as having a reason-based, objective, reality, (Rorty 1992), whereas the postmodernists claim that all meaning is a human creation that changes according to social and cultural factors, (Husserl 1970). Therefore, according to the postmodernists, modernism only produces a restricted form of knowledge that is arguably patriarchal and possibly euro-centric, (Alcoff & Potter 1993; Alcoff & Mendietta 2000; Etherington 2005; Foucault 1984). In other words, the postmodernists argue that all knowledge is socially constructed and so it can never be truly objective. As I reflect back on my work it becomes ever more clear that these qualifiers are equally true with respect to this Project, to its outcomes and to my own personal learning and knowledge-gain.

Of course, in an ideal situation, this Report would offer some new "truths" to its consumers and readers. However, as Spinelli, (2004), suggests, "truths" might sometimes be better seen as psychological constructs and therefore should be evaluated in terms of how their various advocates relate to, or exist in, their differing worlds. Each of us, Spinelli, (2005), argues, constructs life/truth profiles that vary according to where, from time to time, we exist on some allegedly universal polarities, (self/other; isolation/belonging; mental/physical; active/passive; good/bad etc.).

Therefore, according to Spinelli, knowledge and truth is a function of our very existence; it is what we are, all of us together! From an existential point of view, truth or knowledge cannot exist within some separate being such as "self" or "other". There is an inescapable relationship between "being" and the "world". This argument suggests that there can be no individual knowledge but only knowledge that is evaluated in terms of how each of us is defined through each other. Spinelli's argument is also further support for the postmodernist proposition that truth is a constructivist concept. Therefore, as I reflect on my work, I must always bear in mind that it is arguable that some, (perhaps even most), of my Project-derived knowledge-production is as much learning from my own internal, subjective constructs as it is learning from external, partially objective, hopefully unskewed, observations. This means that both myself and my readers will better be able to critically evaluate this report and my findings if we all keep in mind the many possible ways in which I may be consciously, or unconsciously, influencing and possibly skewing my work and its outcomes.

[14.4] REFLECTING ON THE USE OF METAPHOR IN THIS REPORT

The idea that knowledge can be presented in terms of stories or metaphors is certainly not new, (Tsoukas 1991). However, it has also been argued that science is rendered imprecise and biased if it is not represented literally within well-defined terminologies, (Pinder & Bourgeois 1982). Therefore, the place of metaphor in social science is the subject of considerable debate because it is arguable that it can be can be difficult, or even impossible, to translate metaphors into objective language, (Alvesson 2002). The question here of course, is to ask if pure objectivity really is a necessary way to evaluate findings in social science research generally and my research in particular.

Sennet, (1980), argues that a metaphor creates a meaning greater than the sum of the constituent parts because it enables those parts to interact. This suggests that it is this very interaction that makes metaphors useful in the social sciences because they help to create the story behind the data and so help the research-based findings to speak for themselves, (Inns & Jones 1996). Another important advantage arising from the use of metaphor in knowledge creation comes from its usefulness in powering thinking and in encouraging creativity, (Grant & Oswick 1996). It is also an invaluable tool in helping investigators to communicate their findings to others, (Dunford & Palmer 1996). It seems that in terms of social science discourse that metaphor is both heuristically useful and a productive means of constructing thought, (Debatin 1995). It is therefore arguable that my use of metaphor can be justified as a useful way to describe some of the knowledge gained through this Project. This possibility also complements the story telling style in which I present my work.

So, if knowledge really is derived form learning stories or metaphors, is it possible that the very act of trying to describe reality is, by itself, a metaphor? Metaphor has been acknowledged to have creative and heuristic functions, (Debatin 1997), and I certainly find it useful in my own attempts to organise my learning. Realising that I was a social science storyteller was a personal epiphany and one that underpins the action-based, story telling, approach that has been used throughout this Doctoral Project. Therefore, debate on the use of metaphor is, for me, much more than an academic exercise. This is because my approach to knowledge, at least in this Project, is to argue that metaphor is a way of bringing knowledge-creation to learning, (Paavola et al 2002). This means that viewing

knowledge-creation as a metaphor can be suggested as a useful way to characterise leaning within communities, (in this case the workplace counselling community), where potentially fundamental transformations, (such as my advocacy of practitioner professionalisation), might be debated, (Bereiter & Scardamalia 1993). If it can be argued that learning can be promoted as being a knowledge-creation metaphor then it can also be argued that learning can become "... analogous to ... the innovative process of enquiry where something new is created and the initial knowledge is enriched or transformed", (Paavola et al 2002, p2), and driving such a creative and enriching process lays at the very heart of my work.

Over time I have come to realise, that no matter how the work is described, no matter which research methodology is allegedly adopted, that the real centre of the research is the researcher who is both a scientist, (or a gatherer of knowledge), and a storyteller who has a tale to tell. There is an active connection between this Project's epistemological underpinnings and the narrative, or storytelling, approach to human enquiry, (Tedlock 2000). Both, I am arguing, generate knowledge and are concerned with ways to apply it and both admit the need to include personal factors when evaluating it. These personal factors are mirrored not only in the way that the research is presented but also in the way that it is written about. This is because the very act of writing up this Doctoral Project, or any academic article, can be a piece of reflective research in its own right. It is the author's "story about the story". Such an argument suggests that my underlying approach to the knowledge generated in this Project, indeed my approach to knowledge generally, owes a great deal to metaphor. Therefore it becomes necessary to ask if the use of metaphor is a helpful way to present, reflect on, and to critique my work. If my research, like other social science research, is built up from a series of researchers' tales, is it possible that an overarching meta-story might eventually be proposed that might bring together all of the stories, (subjective, objective, interpreted, constructivist etc.)?

For many narrative-centred theorists there can be no such thing as the meta-story or an overarching story within which, all of the lesser or changing narratives can be subsumed, (Chambers 2000). This is because they see knowledge as an unending series of metaphors, (White & Epston, 1990), which are used as people relate their own individual stories. Individuals and their stories are apparently somewhat like constantly changing kaleidoscope images seen through various lenses, (Speedy 2005), and so knowledge

mutates as the propositional lenses are changed. This approach appears to be consistent with the post-modernist concept of knowledge in context, (Denzin & Lincoln, 2000), that has informed much of the learning set out in this Project Report. In effect, in my role as the researcher, I am a major factor in the construction of the lenses through which this Report's knowledge-claims should be evaluated and therefore I am firmly centred within the work. Acknowledging this concept very much affects/influences my own critical reflection/evaluation of my work and may well effect critique offered, or reflected on, by my readers and other research consumers.

[14.5] REFLECTING ON REFLEXIVITY

Narratives have been proposed as being powerful interpretive tools when used reflexively, and particularly when presenting research, such as that carried out as part of this project, with its inter-disciplinary and cross/transdisciplinary aspects, (Colombo 2003). This is why the narrative approach to knowledge-gain resonates with the overall methodological approach used throughout this Project. Etherington, (2005), suggests that reflexivity, which she claims is inherent in narrative methodologies, is in effect a form of critical reflexivity, (Schon 1983), and if this is so, then reflexivity is an important factor in how I critique my own work.

Arguably, reflexivity has been of increasing importance in research for some considerable time, (Adkins 2005; Berg & Smith 1988; Braud & Anderson 1998; Crossley 2001; McLeod 2003). Its value seems to have ranged from merely being a defence against inadvertent subjective bias, (Stiles 1993), to usually being the primary research methodology in ethnographical and heuristic approaches to knowledge generation, (Moustakas 1990; Moustakas 1994; Riessman 2002 amongst others). The great value of reflexivity is that it bridges the divide between the researcher and the research audience, (Etherington 2004; Heron 1996). It lets the researcher be understood not only by what was discovered but also by how it was discovered, (Frank 1995; Josselson 1996). For many social researchers, critical reflexivity has to lead researchers into interpreting their own interpretations, examining their own perspectives, and turning a self-critical eye onto their own authority as interpreters and authors, (Alvesson & Skoldberg 2000).

Critical reflexivity, which connects the storyteller to the research story being told, is important to me and to my work because a vital part of my learning from this Doctoral

Project has been the discovery of just how essential criticality is to academic work. Barnett, (1997), suggests that high level criticality powers a transformatory ability to critique one's own and other people's work and that it is a skill that can drive and/or enable transformations in the evaluator and subsequently in the world that is being evaluated. Etherington, (2005), refers to critical reflexivity as requiring a level of self-awareness, a circulating energy between researcher and the researched, and as being a challenging process, that makes the researcher more fully conscious of the surrounding social structures. This she says, (echoing Barnett 1997), is also a transformatory process, and here, Etherington is referring to the learning potential of a reflexive approach to social research that comes from its alleged power to generate evolutionary/revolutionary outcomes. It seems that part of the critical reflection that this Project must be subjected to is an evaluation of its power to actually do something or to change something. It is also a way of finding meanings within the story that only appear with its telling and retelling.

Therefore, if criticality is vital in social science research and in energising transformations within inter-disciplinary and transdisciplinary discourses, then this vitality adds another moral dimension to this Project's outcomes. The power to possibly transform self and society is an awesome one and that is probably why Bond, (2004), argues that the relationship between researchers and participants must always be principled. This Project is an overt attempt to contribute towards driving change in the counselling world, and through these changes to try and suggest some new ways of influencing the wider world of work. It is when I "reflect on reflexivity" that I start to appreciate that there is a significant ethical dimension to my activities and this highlights a number of potential moral dilemmas that are implicit in the application of any outcomes from this work. For example, choosing between fitting the worker to the workplace, or fitting the workplace to the worker, involves responding to ethical/moral imperatives that concern both the counsellor and society.

However, being aware of these ethical/moral dilemmas is one thing; resolving them is quite another. Therefore, part of the reason for my choosing participatory action methodology for much of my doctoral research was because I see my participants as significant stakeholders in all of my research processes, including its ethical dimensions. In other words, if as a reflexive researcher I can create transparency, (Guillemin & Gillam 2004), then between us all, (researcher and research participants), we might be better prepared to accept joint moral responsibility for this Project's possible/potential effects.

[14.6] REFLECTING ON PRAXIS

As was noted in Part 1 of this Report, doctoral researchers generally are concerned with the production of new knowledge, (Bone, Lunt, Portwood et al 2002), and so my own Doctoral interests are centred on the purposeful study that combines learning with actions, or knowledge with practice, (praxis), which lies at the core of the Middlesex Programme, (Portwood 2005). Therefore, the core purpose of this Project has been to discover what suggestions could be made that might affect the affect knowledge and practice in the world of workplace counselling. It might therefore be helpful, when reflecting on these investigations, to try and evaluate them in terms of what sorts of practice-targeted learning I have achieved and to examine how my work on this Project has contributed to my evolution as a knowledge-generating, reflective, problem-solving, practitioner, (Schon 1983). What sort of a learner am I? How does my method of presentation affect my work and my learning outcomes?

In terms of this Doctoral Project, knowledge for me is not only that which can be discovered, (learned), but also that which can, in some way, be used to resolve some of the professional practice-located issues that I am trying to address. It may be that as Speedy (2005), argues, that for psychotherapy researchers, (and probably other researchers too), knowledge, (or "truth") is actually just learning by means of creating a series of stories or metaphors. What I have to do, as Crotty, (1998), puts it, is to own up to my own involvement both in my research and in its consequences. It therefore follows that I also need to reflect on what sort of a learner it is that I am. If the creation of the MSc Programme and the production of a book are seen as the "First Two Artefacts" that emerge from my work, then it is arguable that my ongoing development as a professional leaner/researcher, and subsequently as a workplace counselling teacher, is a possible "Third Artefact" resulting from my activities on this Project

Actually, it is only in the final few weeks of my work on this Project that I am starting to realise the importance of this "Third Artefact". I have been invited by the British Association for Counselling and Psychotherapy, (BACP) to be a member of its newly constituted National Teaching and Learning Forum, (TLF). The purpose of the TLF is to examine counselling training in a post-Statutory Regulation world. As I said in the Preface to this Report, the future of counselling in the UK is under intense professional, public and

governmental scrutiny and I wish to contribute to that debate. My contribution so far has been largely couched in terms of suggesting possible developments in the future of workplace counselling. However, as a member of the TLF I might be able to contribute towards advancing the development of counselling generally, towards ways in which it could be taught, towards ways of raising the academic standards of its teachers and towards ways of enhancing the educational standards of its teaching provisions. In other words, when I assess my personal development as a Learning Professional, I am not indulging in an inward looking, possibly sterile process, but in at an outward looking, creative, process that will better enable me to have some influence, (no matter how limited), at the very core of the counselling profession and the evolution of its possible futures.

114.71 TAKING WORKPLACE COUNSELLING'S PROFESSIONALISM FORWARD

My above comments refer to a potential opportunity for me to play a role, possibly only a small one, in the future of counselling generally. However, no matter in what other directions my work might take me, I began this Project with the intention of examining the potential for workplace counselling to become a professional specialisation and this is where I wish to draw my work to a close, (at least for now).

I started work on this Doctoral Project with little more than a sense of unease about how the world of work viewed workplace counsellors and also with a sense of unease about how workplace counsellors viewed themselves. My initial view was that if somehow workplace counselling were to achieve a higher status, perhaps by becoming a professional specialism, then some of these possible misperceptions might be alleviated. This work so far, is therefore my contribution towards such a possible process. However, it is one thing to research into, and then create, new ways of training workplace counsellors as specialist practitioners but getting this coterie of new "experts" recognised as a profession is a much more complex process and one that is beyond the scope of this Doctoral Project.

It seems to me that it is now necessary for some further research to be carried out that examines the ways in which professions emerge and can be assessed as such, and then for the results of such an enquiry to be positioned against the possible needs of the workplace counselling as a professional specialism, should it too emerge as a recognised

profession. However, it may be that before such an enquiry can be undertaken then reviewing the potential progress of counselling generally as an emergent profession might also be necessary. Perhaps it would help if some further enquiries that examined some basic concepts of professionalism in general were to be carried out and then attempts made to relate the findings to the wider world of generic counselling. For example, Elliot & Hughes (1998), suggest that professionals in any occupation are characterised by:

- 1) An ideal of service: A moral underpinning that is applied by practitioners.
- 2) The existence of a professional community
- A agreed body of knowledge with some commonly shared views on suitable evidence bases for its own disciplinary epistemology
- 4) A degree of autonomy and independence
- 5) A code of ethics

The derivation of such a list is highly debateable. For example, if doing so led to a profession's standards becoming codified only in terms of technicistic performance-expectations, this might conflict with the general aims of any form of professional training that was designed to promote autonomy. As Barnett 1994 puts it, "genuine higher education for the professions will not be content with reflecting the professionally defined competencies but will insert modes of reasoning, action and reflection into the curriculum". Barnett's argument, together with the alleged form of practitioner independence that Whitty (2001) calls a "professional mandate", suggest that a core quality in any professional practitioner, including of course counsellors, is that they retain high levels of autonomy and independence. Whether this somewhat idealised professional freedom is actually attainable, or even approachable, in today's ever regulated world is a controversial issue and one which is far from resolved. It might be that some research is necessary into possible ways of redefining professionalism to include references to the effects of externally applied constraints that might be imposed by the wider body politic.

[14.8] FUTURE RESEARCH

It is arguable that the overall future research needs that seem to have emerged from a reflective review of this Project fall under five general headings, (also see Table L; p145). These are:

- The future of professionalism and professional discourse generally and the potential/need for the true professional to be a life-long learner
- 2) The future of generic counselling and the potential for all counsellors to eventually become recognised as professional practitioners
- 3) The future of workplace counselling
- 4) The successes/failures of the new MSc Programme as it is delivered
- 5) An enquiry into the needs and views of the current workplace counselling practitioner population, (EAP Affiliates and Private Consultants)

Table L

Potential Areas for Future Enquiry

PROFESSIONALISM & PROFESSIONAL DISCOURSE	GENERIC COUNSELLING'S FUTURE	WORKPLACE COUNSELLING'S FUTURE	CURRENT WP PRACTITIONER INPUTS	EVALUATING THE WP COUNSELLING MSc
Developing professional doctorates	The impact of Statutory Regulation	Generating a new Professional Specialism	Investigating the current practitioner population	Developing and evaluating Year 1 as it is delivered
The Professional as a Life-long Learner	Issues in driving up training standards	Promoting and developing Specialist Practitioner education	Evaluating the range of WP services currently offered	Developing and evaluating Year 2 as it is delivered
The professions as transdisciplinary discourses	Issues in applying and enforcing professional "benchmarking"	Setting up a new Specialist Practitioners Professional Body	Investigating personal & professional development needs	Developing and evaluating Year 3 as it is delivered
The "unboundaried" practitioner and the needs of Society	Promoting the Professionalisation of Generic Counselling	Identifying the developing needs of the WP Practitioners "customers"	Investigating levels of support for establishing a new profession	Writing up the associated research

Clearly, I am identifying a massive series of research projects that could keep an army of researchers occupied for many years. My own contribution to these processes will be much more modest and confined mainly to my ongoing evaluation of the new workplace counselling masters programme with perhaps a modest personal contribution to the general development of generic counselling.

[14.9] A FINAL REFLECTION

Looking back, I now realise just how profound an experience working on this Project has been for me. My initial focus was on workplace counselling, which with the wisdom of hindsight, I can now see had a distinctly parochial quality about it. Gradually, and unexpectedly, my focus evolved into including consideration of the professional future of counselling generally and to considering the very future of professionalism itself. In that sense, like the unboundaried nature of social science generally, and my research in particular, my own professional boundaries have expanded to encompass more general professional discourses and my original discipline-based boundaries are now dissolving as I increasingly appreciate the transdisciplinary nature of the life-long learning professional.

For me the excitement has been in discovering just how my original idea of increasing the workplace counselling practitioner's professional status has melded into the concept of advancing the cause of professionalism generally and I have been fascinated to realise just how important, and interlinked, the whole concept of professional doctoral enquiry is to this developing process. My expectation is that my future learning will come from at least two sets of future enquiries. The first set will be focused locally on monitoring the evolution of my own design for an MSc programme as it is delivered and to face, with some trepidation, the doubtlessly forthright critiques that will be made by my educational "customers". The second set will be focussed on my newly emerging opportunity to contribute to the general future of mainstream counselling as a newly emerging, generic, profession.

It has been said that it is a curse to "live in interesting times" but I hope that for me the interesting times ahead are more likely to be sources of excitement rather that threat. I'm looking forward to seeing what happens!

ANNEXE 1

Detailing out the new MSC programme Units

Unit Template Guide

Just how each of the Units contributes to the overall Programmes is set out in Annexe 1 using the following standard template format:

Unit Description

Aims and Learning Outcomes: etc., etc.

By the end of this Unit students should be able to: etc., etc.

Summary of Syllabus Content: etc., etc.

Assessment Methods

Students will be assessed by: etc., etc.

Unit Timetable

DAY	A.M.	P.M.	LECTURE	WORKSHOP	BRAINSTORMS	PRESENTATION
Mon						
Tues						
Wed						
Thurs						
Fri						

Unit Learning Map (Overall)

EDUCATIONAL STANDARD	Where achieved

Sample Lectures + Lectures Synopses + Learning Map (Individual Lecture)

(Details are included as appropriate and in each case has a Lecture/Synopsis Leaning Map included indicating how that piece of work meets the requirements of the MSc Programme)

Building the new programme units

UNIT 1 – Workplace Counselling Models

UNIT DESCRIPTION

Aims and Learning Outcomes:

This unit provides the foundation for students' practice as organisational counsellors by exploring how conventional counselling models need to be modified in the workplace setting. Alternative approaches to conceptualising the process of counselling in organizations will be considered, and the implications for ethical practice and inter-disciplinary communication will be explored

By the end of this unit students should be able to:

Critically evaluate economic, occupational health, human resources and organisation development models of workplace counselling

Describe and evaluate the application of several theoretical models of counselling to workplace settings

Critically evaluate research on workplace counselling

Demonstrate an understanding of how models of workplace counselling may be applied

Summary of Syllabus Content

The unit begins by considering how workplace counselling is informed by several applied social science perspectives, including economics, management, organisational and health psychology. These perspectives are then mapped against models of counselling from the major theoretical approaches: psychodynamic, cognitive-behavioural, humanistic and integrative. The impact of national and international legislation and policies on workplace counselling is explored, and evaluated in the light of professional codes of ethics (e.g. BACP, BPS, UKCP). Research on workplace counselling is critically examined in the light of its underpinning philosophy, methodological coherence, and applicability.

The rationale of core competences for workplace practice is explored.

ASSESSMENT METHODS

A single assignment of 3000 words exploring a case study in the light of theoretical models and research evidence

UNIT 1 TIMETABLE

Note: 1) Red typeface = <u>Two very important lectures</u> that illustrate the purpose of this Unit and the <u>defining ethos of the overall Programme</u>. Lecture details follow

2) V/SL = Visiting/Specialist Lecturer

DAY	9.00-10.30am	11.00-12.30am	2-4pm
Mon	Introductions University, Course, Staff Ground Rules Arrangements Questions	Lecture 1.1 An overview of Workplace Counselling and the aims of this Programme	Workshop – W1 Students explore their own experiences/learning in Workplace Counselling to date
Tues	Lecture 1.2 Modelling Workplace Counselling and Core Competencies for Practitioners	Lecture 1.3 Mapping Workplace Counselling onto the major approaches in psychotherapy	Brainstorming - B1a The students current understandings about Workplace Counselling practice
Wed	Lecture 1.4 Ethical dilemmas for the workplace counsellor	Lecture 1.5 - V/SL Workplace Counselling schemes in action	Brainstorming – B1b Students own ideas about Remodelling Workplace Counselling
Thurs	Lecture 1.6 Workplace Counselling in context: organisations; other professions; other disciplines	Lecture 1.7 - V/SL Case studies from current Workplace Counselling practice	Presentations – P1a Students present their own proposals on new ways to model Workplace Counselling
Fri	Lecture 1.8 Workplace Counselling and current research	Lecture 1.9 - V/SL Workplace Counselling and the law	Presentations – P1b a) Students present reports of their learning during Unit b) General feedback & overall comments

UNIT 1: LEARNING MAP- overall

EDUCATIONAL STANDARD		Where Achie	eved	
Critique knowledge / reconstruct knowledge	<u>Lecture</u> 1.1-1.6	Workshop	B'storm B1b	Pres'n P1b
Critique self / reconstruct self	1.2 & 1.4	W1	B1a	
Critique-in-action / collaboratively reconstruct world(s)	1.6 & 1.7		B1b	P1a
Originality				P1a
Evaluate critically	1.1-1.8	W1	B1a	P1a+b
Develop critiques	1.1-1.8			
Critical awareness	All Lectures,	W'shops, B'sto	rms & Prese	entations
Act autonomously/ Self-direction	***************************************	TOWNS THE BOTTON OF THE BOTTON	Termonal and our second of the land	P1a
Propose new hypotheses			B1b	
Creativity			B1b	P1a
Acquiring background knowledge (knows or can find out)	1.1-1.9	W1		VII.
Knowledge of critical standards in various disciplines	1.1, 1.3, 1.4,	1.6		
Psychological disposition 1: Respect for reason, self, integrity, truth)	1.4			
Psychological disposition 2: enquiring/accepting attitude	1.8	W1	B1a	P1a+b
Possession of critical concepts	1.4 & 1.8			P1a+b
Knowledge of crit thinking strategies	1.8		B1b	
Systematic understanding	1.1, 1.2, 1.3,	1.6		
Understanding techniques	1.2, 1.3, 1.7	W1		
Practical understanding	1.2-1.7	W1		
Advance knowledge & scholarship	1.1-1.9	W1	B1a+b	P1b
Advance own understanding	1.1-1.9	Destruction of the second	B1a+b	P1a+b
Develop new skills	1.3			
Deal systematically	1.1			P1a+b
Make informed judgements	1.4 & 1.8			P1a+b

<u>LECTURE 1.1</u>: An overview of workplace counselling and the <u>core aims of this</u> <u>programme</u> This Lecture is set out in full on the following pages

LEARNING MAP – this lecture

[X] = Some examples of where found in Lecture

Critique knowledge / reconstruct knowledge [1] Critique self / reconstruct self Critique-in-action / collaboratively reconstruct world(s) Originality Evaluate critically [2] Develop critiques [3] Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) [4] Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	EDUCATIONAL STANDARD	Where Achieved
Critique-in-action / collaboratively reconstruct world(s) Originality Evaluate critically Evaluate critically [2] Develop critiques [3] Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Critique knowledge / reconstruct knowledge	[1]
Originality Evaluate critically [2] Develop critiques [3] Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) [4] Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Critique self / reconstruct self	
Evaluate critically [2] Develop critiques [3] Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) [4] Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Critique-in-action / collaboratively reconstruct world(s)	
Develop critiques [3] Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) [4] Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Originality	
Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Evaluate critically	[2]
Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Develop critiques	[3]
Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Critical awareness	
Creativity Acquiring background knowledge, (knows or can find out) Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Act autonomously/self-direction	
Acquiring background knowledge, (knows or can find out) Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Propose new hypotheses	
Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Creativity	
Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Acquiring background knowledge, (knows or can find out)	[4]
Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Knowledge of critical standards in various disciplines	
Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Psychological disposition 1: Respect for reason, self, integrity, truth)	
Knowledge of critical thinking strategies Systematic understanding Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Psychological disposition 2: Enquiring/accepting attitude	
Systematic understanding [5] Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Possession of critical concepts	
Understanding techniques/evaluate methodologies Practical understanding Advance knowledge & scholarship [6]	Knowledge of critical thinking strategies	
Practical understanding Advance knowledge & scholarship [6]	Systematic understanding	[5]
Advance knowledge & scholarship [6]	Understanding techniques/evaluate methodologies	
	Practical understanding	
	Advance knowledge & scholarship	[6]
Advance own understanding [7]	Advance own understanding	[7]
Develop new skills	Develop new skills	
Deal systematically [8]	Deal systematically	[8]
Make informed judgements	Make informed judgements	

LECTURE 1.1:

Learning Map elements are interwoven throughout but indicative samples are shown as [X] - (refer back to the Learning Map on the previous page)

BACKGROUND

[4] [7] Workplace Counselling in the UK seems to have developed in a series of loosely connected "waves", (Claringbull 2004). Its origins can be traced back to industrial "welfarism", (Sonnenstuhl & Trice 1995). This seems to have been a forerunner of what today could be generically entitled "industrial social work" which largely deals with such "social" issues as substance misuse, (Fearing 2000), harassment, (Doherty 2003), diversity, (Weaver 1999) and so on. A later development in workplace welfare appears to have been the "welfare to counselling" movement, which brought the alleged benefits of psychotherapeutic counselling to the workplace. (Coles 2003; Teherani 1997; Whelan, Robson & Cook 2002; and many others). To date, this form of workplace counselling has largely addressed the needs of the clinical population - the "sick" workers. Some critics have called this a "band-aid or inoculation" approach, (Cooper & Cartwright 1994) or a "sticking plaster" approach, (North 1996). By this they mean that the sometimes the emotional dysfunction does not necessarily come from the worker-client's personal [2] difficulties but instead, the individual's apparent "sickness" may actually be a logical, "healthy" psychological reaction to a "sick" workplace. This would suggest, as Sugarman (1992) argues, that counselling is in danger of being "a substitute for good management practices" because it "treats the troubled employee rather than the troubled organisation", (Bishop & D'Rozario 1990). These concerns have led some workplace-counselling practitioners to consider the impacts of organisational "emotional health" on the emotional health of the workforce, (Nuttall 2004; Walton 2003, etc). In the UK today, workplace counselling provision is very much a growth industry and by early 2005 covered some 6-7+ million workers and their dependents, (Beer 2003, Claringbull 2004, Hopkins 2005)

There is ample evidence that workplace counselling is efficacious, both in individual terms and from an organisational perspective, (Aspinall 2001; Briner 2000 McLeod 2001; and many others). [4]Workplace counselling is evidently here to stay and this is despite the fact that there is also evidence against its alleged efficacy. For example, a study by Proper et al, (2003) found that counselling did not lower worker sickness rates for a Dutch

municipal employer. It now seems that the next wave in workplace counselling might be the one that moves it past being solely concerned with individual employee clients to becoming an action-learning process that could lie at the very heart of our understanding and management of organisations.

It may well be that if we continue to separate out the "sick" client from the "sick" organisation then result might be a fragmentation of the real, or the underlying, problem. Therefore, counselling effectiveness might be reduced as interventions become dissipated across a number of apparently disconnected, (at least at surface level), targets. The clients would suffer and the adverse effects of organisational dysfunction might remain unaddressed, (Orlans & Edwards 2001), However, if counselling is seen as an ongoing, fundamental, series of policy interventions in an existing organisation, then a different perspective emerges. Presenting problems can then be seen as moving beyond the personal and to belong equally to the employing organisation. Therefore remedial and/or prophylactic action strategies can be focussed on both the individual worker and on the organisation, (Orlans 1990). This is <u>an integrative approach</u> to workplace counselling because it allows clinicians to intervene generally within organisational dynamics.

The essence of this approach is that rather than bringing in employee counselling as an "add on" concept, and usually only activated in times of difficulty, that counselling should be seen as an integral factor in managing the workplace, (Orlans 2003). So, rather than being a "special" or "troubleshooting" activity, counselling and counselling methodologies routinely interwoven into the organisational structure. The logic of this conceptualisation of workplace counselling as an essential, embedded, element in an organisation's structure is that sometimes the needs of the individual client might fade away and the organisation's needs might become paramount. This especially true in the case of "healthy" organisations that simply want to use generic workplace counselling methodologies to maintain or enhance their current levels of emotional "fitness". In other words, future workplace counselling may progress beyond being client-led and move towards concentrating on the kinds of organisational consultancy that might bypass the needs of the individual workers. Doubtlessly this will be a troublesome notion for many general-practice, exclusively client-led, counsellors, many of whom, as Kinder (2005) tells us, don't actually see workplace counselling as being a legitimate form of counselling practice.

THIS PROGRAMME

The central theme of this MSc programme is concerned with the future of workplace counselling and in particular with its development as a counselling professional specialism. This will involve two separate but interlinked processes.

- 1) Developing the workplace counsellor's "<u>Critical Being</u>", (Barnett 1997). This involves encouraging workplace specialists to achieve a high level of criticality and a critically reflexive knowledge of their own discipline, other relevant disciplines, and of themselves. Criticality is an educational "gold standard" that will be promoted throughout this course. The ultimate aim of this process is to enable counsellors to critically and reflexively evaluate, and ultimately to transform, themselves, their discipline's knowledge base and any relevant, impinging, social structures.
- 2) Enabling the workplace practitioner to "think outside the box" and to move beyond the traditional roles of the counsellor.[1] Clearly, this will involve the acquisition of new skills and abilities and the development of new attitudes to what such a professional specialism could, or indeed should, encompass. For example, it has been argued, (Bachkirova & Cox 200; Pointon, 2003), that coaching is a legitimate enterprise for counsellors). Garvey and Alred, (2003), see mentoring as a useful intervention aimed at promoting personal and organisational health. Tsui, (2005), argues that counselling supervision methodologies can help to maximise organisational learning. Again, working on helping to encouraging practitioners to adopt such "blue skies" thinking patterns will be interwoven throughout this Masters programme.

APPLYING COUNSELLING METHODS TO THE WORKPLACE

Today, there are probably at least 500 current theoretical approaches to counselling and psychotherapy, (400+ reported by Karasu 1986). Most of these could be promoted as being relevant to workplace counselling. If selecting a "treatment of choice" is an overwhelmingly complex issue for practitioners then it must be even more confusing for organisations who are wondering where to "put this stranger in their midst", (Summerfield & van Oudtshoorn, 1995). This task is made even more complicated when therapy models and workplace counselling models are combined within the pre-choice matrix.

Carroll, (1996), suggests that approaches to workplace counselling can be roughly divided into 9 types.[4] [8] I have re-tabulated his original list as follows:

Table M Approaches to Workplace Counselling

Therapy Model approaches:

1) Therapy orientation
2) Brief Therapy

Purpose-based approaches:
3) Problem focussed
4) Work orientated
5) Manager based
6) Externally based
7) In-House based
8) Welfare based
Location-based approach:
9) Organisational

Therapy Model Approaches

1& 2) **Therapy orientation approach** is one that most counsellors will be familiar with. Antoniou, (1995), placed these intervention styles along the following continuum:

Figure 23

Therapy Orientation Continuum

INNER WORLD				OUTE	ER WORLD
Psychodynamic	Cognitive	Humanistic	Experiential	Behavioural	Systemic

With respect to workplace practice, a central weakness in most of the therapybased approaches is that traditionally they are client-led and often of indeterminate length. [3] This time-luxury is just not available to the workplace counsellor who will typically be allocated a very limited, fixed number of therapy sessions, (Lees 2004; Kinder 2005; etc.). However, research tells us that there is little actual difference between the observed therapeutic interventions of most experienced psychotherapists irrespective of their theoretical backgrounds, (Barlow et al 1984; Bugental 1987; Fiedler 1950; Goldfried 1982; Norcross and Grencavage 1989 etc.). Therefore, it can be claimed, that in effect that most workplace counselling, as practiced, is brief intervention or time limited therapy.

If this claim, that most workplace counselling is time-limited psychotherapy, is indeed supportable, then the choice-complexity generated by the apparent overabundance of available therapy types vanishes. This means that the main factors that need to be taken into account in deciding how to conceptualise workplace counselling are:

- a) The PURPOSE of the workplace counselling intervention
- b) Its **LOCATION** within the organisational structure

Purpose-Based Approaches

- 3) **Problem Focussed approaches** require the workplace counsellor to focus on the problems that are immediately to hand. [2] There are various ways of attending to this Nelson Jones (1995) uses a five-stage "life-skills counselling" model; the 3-stage "skilled helper" model, (Egan 1998) is also well known. Teherani, (1995), Folkman & Lazarus 1980) and many others also offer a variety of task-focussed approaches. The main problem here is problem-focussed approaches are just that! They don't necessarily address any intra-personal, inter-personal or organisational drivers. They might help employees to get over a bump in the road but they might not be enough to help them to complete the journey!
- 4) Work-oriented approaches, according to Carroll, (1996), are designed to intervene when specific issues are blocking a worker in executing the desired workplace tasks. In the modern world of work, with its market-orientated underpinnings, stress is a major source of blocking issues. This is why much of the work-oriented approach focused literature is based on stress resolution interventions, (Karasek & Theorell 1990; Mesler & Capobaianco 2001; Sikora, Beaty & Forward 2004 and many others). However, as Ganster & Murphy, (2000) indicate, many such work oriented based models do not have a robust effect over time and this may be due to the possibility that "one size fits all strategies" ignore individual differences. In any event, whatever the problem, the argument that the counsellor might be ineffectively, or even unethically, trying to "cure" in the worker a "disease" that originates in the organisation remains valid.

- 5) Manager-based approaches: Reddy (1993) argues that when managers are using counselling skills that they should be classified as counsellors. In fact Redman (1995) sees managers as being, in effect, ongoing counsellors.[3] A major problem with this model is the issue of dual roles. Is the manager/worker relationship one that is conducive to the highly personal exchanges that typify the counselling relationship? After all, as many writers, (Clarkson 2003; Norcross 1986 etc.) argue, the essence of counselling is the therapeutic relationship. However, manager-counsellors will be in at least a dual-role relationship, one in which it is likely that each role serves to weaken the other role's effectiveness.
- 6 & 7) External / In-House: Currently some 75% of all large European and North-American companies outsource their Human Resources functions, (Dell 2005) and clearly this is equally true for counselling provisions. [1]In the UK there are no In-House schemes registered with the EAPA, (Grange 2005). There also increasing pressure on the remaining in-house services to restyle themselves so as to emulate the independent consultancies, (White 2004; Counselling Service Annual Reports U. Hull 2002 & U. Central Lancashire 2004). In combination, these trends suggest that the differences between In-House / Out-House counselling schemes are rapidly diminishing. Interestingly, as will be argued in a subsequent lecture, the professional specialisation of workplace counselling could result in it becoming much more embedded within organisations, (Orlans & Edwards 2001), and this could mean that the outsourcing process could become reversed.
- 8) Welfare-based approaches: With the exception of the "issue awareness", (substance misuse; anti-harassment; etc.), the welfare-based, or "social work" approach, has apparently been largely superseded in modern industrial relations, (see discussion by Mares 2003). However, it appears that elements of this approach are reappearing as external counselling agencies compete with each other to provide a "market-targeted" range of services. Many such agencies now offer legal, financial and other sorts of advice and help. In a sense they are becoming a sort of industrial "citizens' advice bureau". However, in contrast with the earlier welfare schemes, such providers are usually careful to keep these roles very separate and so avoid the welfare worker dual-role problems that bedevilled the original, usually In-House, workplace counselling services.

Location-Based Approaches

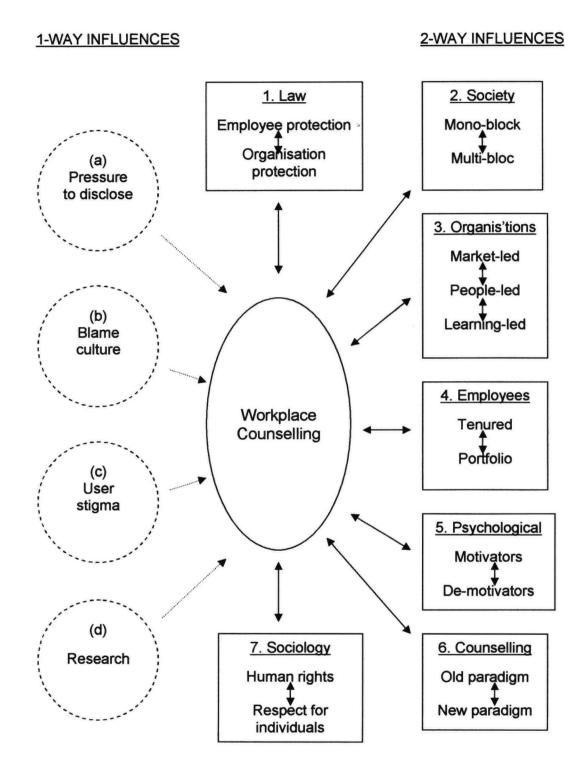
9) Organisational-change: Many writers have suggested that counselling has a part to play in organisational change, (Carroll 1996; Hampden-Turner 1994 etc.) However, what is not so clear from these models is whether change should occur through individual adaptations or through organisational restructuring. Should workplace counselling expand its role into being a core activity for organisational management and change, then it will probably need to move from the reactive periphery of the organisational power structure to its proactive centre. Under these circumstance workplace counselling would no longer be "provided and dropped as the need arises", (Lane 1990) but a core service that lies at the very centre of what Macwhinnie, (1998), calls the "corporate soul".

THE FUTURE OF WORKPLACE COUNSELLING - INFLUENCES AND THEMES

It is becoming clear that workplace counselling is a complex business and that there are many social, psychological and organisational influences that can affect both the task and the outcome. Carroll, (2002), has produced a very useful schematic that illustrates this complexity. This diagram, (Figure 24, following page), is my re-interpretation and extension of Carroll's original schematic:

Figure 24

Influences on the Workplace Counsellor



EXPLANATION OF FIGURE 24

Some One-Way Influences [8]

- a) As externally based, Employee Assistance Programmes continue to proliferate there will be increasing financial/commercial pressures on counsellors to disclose client confidences to the EAP Case Managers, (Claringbull 2005). This widening circle of disclosure may in some circumstances, (substance misuse; financial irregularities; safety concerns etc,) include disclosure to an individual's employers. These sorts of anticonfidentiality pressures, when coupled with legally enforceable requirements to disclose, (court orders; anti-terrorism law; money laundering prevention regulations; etc.) will necessitate radical re-examination of workplace counsellors' professional codes of conduct. This may well generate yet more concerns for workplace counsellors who are often already working at the extremes of their professional/ethical competencies, (Shea & Bond, 1997).
- b) We live in a "Blame Culture": Total personal safety and non-risk is demanded. This is clearly always going to be a problem for the workplace counsellor who wishes to practice as a therapist and not as an aggrieved person's advocate.
- c) User-stigma is still prevalent in some employment situations and this applies to anyone who is "weak enough" to need counselling of any sort. [1]This view of counselling as only being a "soft skill" is one that might obstruct counselling's emergence as a central part of modern organisational life. However, there is growing evidence that "soft skills" can bring "hard" benefits to the workplace, (Palin 1999; Pitkeathley 1999; Ryan 1998). This emerging revision of the "weakness" stigma associated with counselling might be a factor in suggesting that counselling could become a core factor in modern management.
- d) Workplace counselling is weakened by the overall lack of research into its practices and methodologies. McLeod (2001) has done counselling great service with his meta-review of the then current research situation.
 [2] However, one clear observation that can be drawn from McLeod's work is

that despite the efforts of workplace counselling's pioneers such as McLeod himself, Carroll, Reddy and so on, that there is still far too little peer-reviewed, research-based, knowledge about workplace counselling currently available.

Some Two-Way Influences[5] [6]

- 1. Law: There is ever-increasing legislation that protects the employee, (Public Interest Disclosure "Whistleblowers" Act 1998; Human Rights Act 1998; Health & Safety Act 1974; Disability Discrimination Act 1995) etc; etc.) There is also a large and ever-growing body of law that protects employers' interests, (Data Protection Act 1998; Companies Act 1985; Patents Act 2004 etc; etc). The workplace counsellor has no special privileges in law and must act accordingly. This may sometimes mean that the law will force the counsellor to override professional ethics. Therefore, an entangled set of ethical concerns and fundamental legal dilemmas will need investigation.
- 2. Society: Social demography and cohesion is under pressure as the earlier mono-block ethnic divisions are melding into the diversity that describes society today. Clearly this results in a wide range of ethic, transcultural, gender, disabilities-based and faith-derived issues becoming prominent in society generally and so become mirrored the workplace. Weaver, (1999) argues that counsellors should become influencers in reducing discrimination. However, adhering to this apparently commendable principle could involve the counsellor appearing to take sides in social dispute. Is such partisanship, no matter how well meant, actually the province of the workplace counsellor?
- 3. Organisations: The "managerialism" culture, (Inglis 1989), that typified the market-dominated organisational structures of the 80's & 90's is in conflict with the emerging, people-led, learning-community organisational styles of the 21st century, (Alvesson 2002). In the former case it is possible that sometimes the workplace counsellor's role was to help to mitigate the harm done to any workers who suffered from unprotected exposure to marketisation. In the latter case, there may well be opportunities for workplace counselling specialists to play a central role in

organisational/managerial development.[3] For example training for soft-skills development, (Phillips 2002); emotional intelligence issues, (Hughes 2004); organisational design for growth and performance, (Roberts 2004) and many similar training programmes.

- 4. Employees: The "job for life" culture is dying and the tendency is moving towards the "portfolio-based" employee, one with portable employment conditions, (transferable pensions; private health insurance). This development might mean that there is a radical shift taking place in the ongoing relationships between the workers and their employers. At the very least, the core bonding between them is under profound strain and so employee/employer mutual loyalty and concern might be disappearing. Therefore the organisational, social, and personal cultures in which workplace counsellors operate are likely to change in parallel, (see review by Alvesson 2002). Will we need new types of workplace counselling for new types of workers?
- 5. Psychological: The current employment landscape is one of ongoing and rapid change, (Schmidt 2000). Change offers both motivating advantages, (promotion possibilities; improved job designs; learning new skills etc.) and de-motivating disadvantages, (redundancy; stress; enforced relocations etc.). Traditionally, workplace counsellors see the "sick" or disadvantaged individuals who have been troubled by change. However, counsellors might also be able to contribute positively at the planning and implementation stages of change and so help to enhance its benefits. In other words, perhaps workplace counsellors either should have, or should develop, roles in what Egan & Cowan, (1979), call the "upstream" and the "downstream" locations of organisational change.
- Counselling: The profession itself is facing huge change pressures. The
 increasing primacy of model-free, time-limited, therapy provisions, plus the
 ever-present challenge of Statutory Regulation may well have significant but
 as yet barely understood effects.

7. **Sociology**: Society seems to have made a major shift in the last half of the 20th century from one that is based on duty or collective responsibility to one that places human rights and respect for the individual to the forefront of today's sociological paradigms, (Patterson 1999 etc.). It could be argued that such interpersonal respect has long been a central tenet in counselling and that the rest of society is just catching up. [7] [8]

Lecture 1.2

Modelling workplace counselling

<u>LECTURE 1.2:</u> Modelling workplace counselling and core practitioner competencies Lecture set out in full in Appendix H

LEARNING MAP (this lecture)

[X] = Some examples of where found in Lecture

Critique knowledge / reconstruct knowledge [1] Critique self / reconstruct self [2] Critique-in-action / collaboratively reconstruct world(s) Originality Evaluate critically [3] Develop critiques [4] Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) [5] Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6] Understanding techniques/evaluate methodologies [7]	EDUCATIONAL STANDARD	Where Achieved
Critique-in-action / collaboratively reconstruct world(s) Originality Evaluate critically [3] Develop critiques [4] Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Critique knowledge / reconstruct knowledge	[1]
Originality Evaluate critically [3] Develop critiques [4] Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) [5] Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Critique self / reconstruct self	[2]
Evaluate critically [3] Develop critiques [4] Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) [5] Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Critique-in-action / collaboratively reconstruct world(s)	
Develop critiques [4] Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) [5] Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Originality	
Critical awareness Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Evaluate critically	[3]
Act autonomously/self-direction Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Develop critiques	[4]
Propose new hypotheses Creativity Acquiring background knowledge, (knows or can find out) Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Critical awareness	
Creativity Acquiring background knowledge, (knows or can find out) [5] Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Act autonomously/self-direction	
Acquiring background knowledge, (knows or can find out) Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Propose new hypotheses	
Knowledge of critical standards in various disciplines Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Creativity	
Psychological disposition 1: Respect for reason, self, integrity, truth) Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Acquiring background knowledge, (knows or can find out)	[5]
Psychological disposition 2: Enquiring/accepting attitude Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Knowledge of critical standards in various disciplines	
Possession of critical concepts Knowledge of critical thinking strategies Systematic understanding [6]	Psychological disposition 1: Respect for reason, self, integrity, truth)	
Knowledge of critical thinking strategies Systematic understanding [6]	Psychological disposition 2: Enquiring/accepting attitude	
Systematic understanding [6]	Possession of critical concepts	
	Knowledge of critical thinking strategies	
Understanding techniques/evaluate methodologies [7]	Systematic understanding	[6]
	Understanding techniques/evaluate methodologies	[7]
Practical understanding [8]	Practical understanding	[8]
Advance knowledge & scholarship [9]	Advance knowledge & scholarship	[9]
Advance own understanding [10]	Advance own understanding	[10]
Develop new skills [13]	Develop new skills	[13]
Deal systematically	Deal systematically	
Make informed judgements	Make informed judgements	

UNIT 2 - The Roles of the Workplace Counselling Specialist

UNIT DESCRIPTION

Aims and Learning Outcomes:

The aims of this unit are to explore the different roles an organisation may expect from a workplace counsellor, and the implications of this for ethical practice. Some of the theoretical formulations that underpin tasks such as organisational consultancy, coaching, mentoring and career development will be explored.

By the end of this unit students should be able to:

Critically evaluate theoretical models of organisational consultancy, career development and performance coaching, stress management, trauma intervention, etc

Demonstrate the development of their skills in these areas Describe and evaluate the application of these theoretical models to specific issues within workplace settings (e.g. bullying at work, substance misuse awareness, managing change, organisational issues etc.).

Critically evaluate research on organisational consultancy; career development; mentoring and coaching; workplace stress and trauma intervention

Demonstrate their understanding of how these issues might apply your learning from this unit in a workplace counselling setting

Summary of Syllabus Content

The unit continues the exploration of 'workplace counselling competences' introduced in the pre-requisite unit 'Workplace Counselling Models' by exploring research on the roles carried out by workplace counsellors, and the abilities/skills/knowledge needed to carry out these roles.

Four key areas are then studied in greater detail: organisational development; stress analysis and management; career development and performance coaching; and post-trauma interventions. For each of these, theoretical models will be explored in the light of research evidence. Students have the opportunity to explore a specific issue (e.g. bullying at work, redundancy counselling, stress reduction etc.) and analyse the application of these models and research.

Skills development workshops form an integral element of this unit.

ASSESSMENT METHODS

A 3000-word assignment being a Learning Journal in which students explore their development towards the learning outcomes, including tutor and peer feedback on the Skills & Personal Development Workshops, Brainstorming Sessions and Presentations.

UNIT 2 TIMETABLE

Note: Red typeface = Lecture Extracts follow - Full Version in Appendix I - Addendum Volume

V/SL = Visiting/Specialist Lecturer

DAY	9.00-10.30am	11.00-12.30am	2-4pm
Mon	Lecture 2.1 Overview of the Workplace Counsellor's varying roles and the aims of this Unit	Lecture 2.2- V/SL What organisations could/should expect from the Workplace Counsellors; law, confidentiality etc.	Workshop – W2a Students explore their own experiences & learning to date of working with or in organisations
Tues	Lecture 2.3 Embedding the proactive Workplace Counsellor: Dual relationships etc	Lecture 2.4 New roles for the new Workplace Counselling Specialist	Brainstorming – B2 Case studies: Unpicking practice- based examples of existing Counsellor/ Organisation interactions
Wed	Lecture 2.5 Responding to harassment issues: Proactive/reactive - Awareness training	Lecture 2.6 Trauma Interventions for Workplace Practitioners	Presentations – P2a Student present solutions/action plans for enhancing Counsellor/Organisation relationships
Thurs	Lecture 2.7 – V/SL Responding to stress in the workplace	Lecture 2.8 - V/SL The Counsellor as a Coach/Mentor	Presentations – P2b Coaching/Mentoring case studies and skills practice
Fri	Lecture 2.9- V/SL The Counsellor as an Organisational Consultant	Workshop 2b The Roles of the Workplace Counsellor: Case studies and skills practice	Presentations – P2c a) Students present reports of their learning during Unit b) General feedback & overall comments

UNIT 2: LEARNING MAP (overall)

EDUCATIONAL STANDARD		Where Achi	eved	
Critique knowledge / reconstruct knowledge	<u>Lecture</u> 2.1-2.9	Workshop	B'storm	Pres'n P2a+c
Critique self / reconstruct self	2.1-2.3 & 2.9	W2a/b	B2	P2b
Critique-in-action / collaboratively reconstruct world(s)	2.4 & 2.9			P2a+c
Originality	2.3	W2b	B2	P2a+c
Evaluate critically	2.1-2.9	W2a/b	B2	P2a+b +c
Develop critiques	2.1-2.9		B2	
Critical awareness	All Lectures, \	W'shops, B'sto	rms & Pres	sentations
Act autonomously/ Self-direction		W2b		P2a+c
Propose new hypotheses	2.9			P2a+c
Creativity	110	W2b	B2	P2a+b+c
Acquiring background knowledge (knows or can find out)	2.1-2.9	W2a		
Knowledge of critical standards in various disciplines	2.5-2.9		e e e e e e e e e e e e e e e e e e e	MICHAEL M.
Psychological disposition 1: Respect for reason, self, integrity, truth)		W2b	B2	P2b+c
Psychological disposition 2: enquiring/accepting attitude	2.2-2.4	W2a/b	B2	P2a+b+c
Possession of critical concepts	2.1-2.3 & 2.9	KA 1999 SELLING	B2	P2a+c
Knowledge of crit thinking strategies	2.3, 2.4 & 2.8	W2b	n - 19 m - 19	
Systematic understanding	2.5-2.9			P2a+b
Understanding techniques	2.5-2.8	W2a/b	B2	P2b
Practical understanding	2.5-2.7	W2a/b	B2	P2a+b
Advance knowledge & scholarship	2.1- 2.3 & 2.9	W2b		P2c
Advance own understanding	2.1-2.9	W2b	B2	P2a+b+c
Develop new skills	2.5-2.6	Weekstan reaction processes and the second		P2b
Deal systematically	2.2		18 18 18 18 18 18 18 18 18 18 18 18 18 1	P2c
Make informed judgements	2.3-2.9	N P. 10	B2	P2a+c

LECTURE 2.1:

Overview of the Workplace Counsellor's varying roles and the aims of this Unit

LEARNING MAP (this lecture)

[X] =Some examples of where found in Lecture

EDUCATIONAL STANDARD	Where Achieved
Critique knowledge / reconstruct knowledge	[1]
Critique self / reconstruct self	[2]
Critique-in-action / collaboratively reconstruct world(s)	
Originality	
Evaluate critically	[3]
Develop critiques	[4]
Critical awareness	
Act autonomously/self-direction	
Propose new hypotheses	
Creativity	
Acquiring background knowledge, (knows or can find out)	[5]
Knowledge of critical standards in various disciplines	
Psychological disposition 1: Respect for reason, self, integrity, truth)	
Psychological disposition 2: Enquiring/accepting attitude	
Possession of critical concepts	[6]
Knowledge of critical thinking strategies	
Systematic understanding	
Understanding techniques/evaluate methodologies	
Practical understanding	
Advance knowledge & scholarship	[7]
Advance own understanding	[8]
Develop new skills	
Deal systematically	
Make informed judgements	

<u>FCTURE 2.1:</u> Overview of the Workplace Counsellor's varying roles and the aims of this Unit:

Extracts only - Full Version in Appendix I - Addendum Volume

NTRODUCTION

...the quality of interpersonal relationships is a key factor affecting organisational performance, (Nuttall 2003). It appears that "good management is essentially about harnessing and optimising interpersonal relationships", (Nuttall 2001). ...the workplace counsellor's specialist role is only likely to become differentiated if it is seen in the context of the needs of the various organisations within which the counsellor operates. [1] [8]

...if the workplace-counselling specialist is to address the emotional health of organisations, then the various explanations of organisational emotional development will also need consideration. We need to understand organisations! [6]

UNDERSTANDING ORGANISATIONS

Many authors have written about organisational types, [1] (Handy 1995 & 2004; Peters & Waterman 1982; Ouchi 1981; etc). ... most of these writers seem to ascribe quite different meanings to the term "culture", (Palmer & Hardy 2000). Culture itself appears to have no commonly agreed definition ... (Borowsky 1994; Ortner 1984). [7]... (Alvesson 2002), ... "culture" is often used when the actual object of study is an organisation's social structure. As Geertz (1973) puts it " ... culture is the creation of meaning through which human beings interpret their experiences and guide their actions... social structure is the form which action takes ... network of social relationships which actually exist ..." [8]

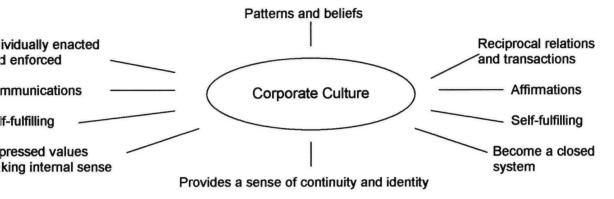
A number ... assumptions about the social structures that organisations can adopt, (Weick 1987 - "mechanistic"; Alvesson 1995 - "high-tech/knowledge-based"; Sheehy & Gallagher 1995 - "virtual"; etc.). ... "structure" implies a knowable, fixed, corporate entity .. often our sense of conscious "knowing" about their structures actually conceals an unconscious ignorance, (Gitterman & Miller 1989).

ORGANISATIONAL CULTURE

... "The essence of a culture is not what is visible on the surface", (Trompenaars 1993). By

eir very nature, cultures are difficult to define and any attempt to do so will ultimately ve fuzzy boundaries. Hampden-Turner, (1994), ... corporate culture ... in terms of luential characteristics: [5] [6] [8]

Figure 25
Corporate Culture Characteristics



organisational culture appears to be more a "moveable feast" and at best we can obably only use it to reflect the multiple layers of organisational life, (McLean & Marshall 88).

vesson, (2002), suggests that most cultures have the following features in common: [3]

- They are related to history and tradition
- They have depth, are difficult to grasp and to account for and must be interpreted
- They are collective and shared by group members
- They are primarily ideational in character, having to do with meanings, understandings, beliefs, knowledge and intangibles
- They are holistic, inter-subjective and emotional rather than strictly rational and analytical

an organisation has <u>cultural drivers</u>, (history, interpretations, idea, values, beliefs, notions etc) and <u>social drivers</u>, (the social structures that permits the surface form of e organisation's purpose or task to proceed). [4]...these two drivers could act in inflicting directions and could therefore result in organisational discontinuity and stress, livesson 2000 & 2002).

CULTURE AS AN ORGANISATIONAL FUNDAMENTAL

One view of organisational "being" is that of Alvesson, (1995), "culture" is seen as an organisational subsystem. ... [3]

lowever...cultureinfluence rather that as a specific subsystem. Alvesson, (2002), ...

f Workplace Counselling is to become a recognised speciality ...it will need to develop its own view of corporate being. The "big question" becomes:

What can workplace counsellors bring to the understanding of organisations?

A COUNSELLING WAY TO UNDERSTAND ORGANISATIONS

Nuttall, (2001 & 2003) argues, that understanding organisations and their management is nainly about understanding relationships. ... this is what counsellors do! ... relationship evel is the point at which it might be possible to subsume the needs of the individual client and the needs of the organisation under one overarching model of workplace counselling. .. envisage organisational interactions as being metaphors of interpersonal interactions ... approach a theory of organisational behaviour and a theory of individual worker interactions that unite in one "meta-model".

A RELATIONSHIPS VIEW OF ORGANISATIONAL COUNSELLING

Clarkson, (2003), proposes a ...framework of Five Modalities. These are: [2] [5]

- 1. The Working Alliance
- 2. The transferential/counter transferential relationship
- 3. The reparative/developmentally-needed relationship
- 4. The person-to-person or the real relationship
- The transpersonal relationship

.. possible to view these five modalities in terms both intra/inter-personal interactions and ntra/inter-organisational interactions. [1] [6] [7]

- 1) The Working Alliance: ... the working contract between therapist and client. In organisational terms ... the contract that sets out the worker's obligations and what is to be received in return. ... is "psychological work contract", (Schein 1988), is based on "an unwritten set of expectations that govern the relationship between the employees and the management..." (Argyris 1970). ... if the demands of the overt "business contract" conflict with the demands of the covert "emotional contract" ... individual and organisational psychological health... [8]
- 2) The Transferential Relationship: ...the relationship between the covert "emotional baggage" carried by both client and therapist. ...a major source of adversarial organisational politics, (Schwartz 1990), unrecognised and unresolved transferences ... "neurotic worker" and a "neurotic organisation", (de Vries 1991).
- 3) The Developmentally-Needed Relationship: ...the relationship ...therapist intentionally provides corrective or reparative emotional experiences... (Clarkson 2003). ...representation ...in organisational terms ...a way to motivate/encourage/facilitate staff in improving themselves, their abilities and their workplace performances. ...a process in which managers help people to grow rather than simply, and usually ineffectively, "command" them to do so. ... e.g. Motivational Therapy, Mentoring, Coaching ...
- 4) The Person-to-Person Relationship: ...genuine acceptance of the actual life experiences of the persons involved ...a sense of genuine awareness ...can bring threats as well as benefits, (Spears 2002)...contribute to the common good ...negative forces such as fears or existential concerns, (redundancy, loss of freedom etc),individual/organisational psychological discomfort ...generated.
- 5) The Transpersonal Relationship: ...the spiritual; the numinous; the inexplicable; form of interpersonal relationships. In organisational termsdis-organisation, (Peters 1992). ...modality of organisational psychological health ...powerful in promoting creativity, team building, corporate envisioning and so on. ...misunderstood ...transpersonal ...force for an organisation's emotional ill-health as creative disorganisation devolves into threatening chaos..

Though unwritten, the psychological contract is a powerful determiner of behaviour in organisations", (Schein 1988). My argument is that the unwritten psychological contract an also be a powerful determinant in an organisational entity's own behaviour. [1]

...psychotherapy can offer a useful way of investigating corporate life. [2]...workplace counsellors, whose inherent skills enable them to view the employing entity in terms of ... he psychotherapist, might [4]...be bringing workplace counselling specialist skills out from he peripheral confines of the therapy room and directly into the core of organisational life.

NIT 3 - Time-Limited Counselling

NIT DESCRIPTION

ims and Learning Outcomes:

The aims of this unit are: Firstly to develop your understanding of how time-limited counselling can be applied, together with the ability to assess when it should not be uses. Secondly, this Unit aims to develop your skills and confidence in working with time-limited models

y the end of this unit students should be able to:

Critically evaluate psychodynamic, cognitive-behavioural, humanistic, solution focussed and integrative models of time-limited counselling

Describe and evaluate the application of these approaches to varied settings

Critically evaluate research on time-limited counselling

Increase your skills in assessment, goal-setting and managing endings within a time-limited counselling relationship

Critically evaluate your use of a time-limited model of counselling

Summary of Syllabus Content

The unit begins by considering perspectives on time-limited counselling from the major theoretical approaches: psychodynamic, cognitive-behavioural, humanistic, solution-focussed and integrative.

The impact of solution-focussed approaches, evidence-based practice and organisational contexts on time-limited counselling is explored and evaluated in the light of research.

Key skills for time-limited counselling, including assessment, therapy formulation, goal-settings and managing endings and the effective use of supervision are explored and developed

SSESSMENT METHODS

A 3000 word assignment being a Case Study of the student's work with one client in a time-limited setting showing the student's evaluation and application of theoretical models and research evidence

JNIT 3 TIMETABLE

V/SL = Visiting/Specialist Lecturer

DAY	9.00-10.30am	11.00-12.30am	2-4pm
	Lecture 3.1	Lecture 3.2- V/SL	Brainstorm – B3
Mon	Overview of Time- Limited Therapy and the aims of this Unit	Applications of Time-Limited Therapy in Workplace settings	Students explore their own experiences & learning to date of working with Time- Limited Therapy
	Lecture 3.3 – V/SL	Lecture 3.4	Workshop – W3b
Tues	Assessing potential Time-Limited Therapy clients	Time-Limited Psychodynamic Therapy	Skills practice
	Lecture 3.5	Lecture 3.6	Workshop – W3c
Wed	Person-centred Time-Limited Therapy approaches	Solution-Focussed Therapy – Steve de Shazer's approach	Skills practice
	Lecture 3.7 – V/SL	Lecture 3.8	Workshop – W3d
Thurs	Problem-focussed models	Egan's "Skilled Helper" approach	Skills practice
	Lecture 3.9- V/SL	Workshop W3e	Presentations – P3
Fri	6-Session Context Modular Therapy	Exploring the "do's and don'ts" of Time-Limited Therapy	a) Students present reports of their learning during Unitb) General feedback
			& overall comments

NIT 3: LEARNING MAP

EDUCATIONAL STANDARD	Where Achieved			
Critique knowledge / reconstruct knowledge	<u>Lecture</u> 3.1-3.9	Workshop	<u>B'storm</u>	Pres'n P3
Critique self / reconstruct self				P3
Critique-in-action / collaboratively reconstruct world(s)	3.1-3.9			P3
Originality		i ilany salah	. 1888	
Evaluate critically	3.1-3.9			
Develop critiques	3.1-3.9			P3
Critical awareness	All Lecture	s, W'shops, B'sto	rms & Pres	entations
Act autonomously/ Self-direction	3.3			
Propose new hypotheses				P3
Creativity		W3a-e	В3	1
Acquiring background knowledge (knows or can find out)	3.1-3.9			
Knowledge of critical standards in various disciplines	3.1-3.3			
Psychological disposition 1: Respect for reason, self, integrity, truth)		W3a-e		
Psychological disposition 2: enquiring/accepting attitude		W3a-e		
Possession of critical concepts	3.1-3.9	W3a-e		P3
Knowledge of crit thinking strategies		1		P3
Systematic understanding	3.3-3.0	W3a-e		
Understanding techniques	3.3-3.9	W3a-e	AND THE PROPERTY OF THE PROPER	
Practical understanding		W3a-e		
Advance knowledge & scholarship	3.1-3.9		B3	4.
Advance own understanding	3.1-3.9	W3a-e	В3	
Develop new skills		W3a-e		
Deal systematically		W3a-e		
Make informed judgements		W3a-e		

UNIT 4 - Stress Analysis and Management

UNIT DESCRIPTION

Aims and Learning Outcomes:

This Unit aims to give students a thorough understanding of the causes, consequences and management of stress in organisational settings. This will include tools for analysing the ways in which organisations increase or reduce employee stress

By the end of this unit students should be able to:

Critically evaluate physiological, psychological and sociological models of stress. Identify and evaluate factors contributing to organisational stress

Describe and evaluate the application of stress management strategies and interventions, (e.g. stress audits, mentoring etc).

Critically evaluate research on stress and stress management, relevant legislation and government policies

Design and evaluate a stress analysis or stress-management intervention within a specific setting

Summary of Syllabus Content

The unit begins by considering theoretical formulations of stress from several perspectives, including physiological, sociological and psychological, in addition to the major counselling approaches: psychodynamic, cognitive-behavioural, humanistic and integrative. Theoretical formulations of, and research on, organisational stress are explored, and factors, which contribute to organisational stress, are identified. A range of stress analysis and management techniques is explored, in terms of research support, limits to applicability, and skills required for their use. The impact of legislation and governmental policies and strategies is explored. As a 'specialist practitioner' optional unit, the unit includes extended tutorial support while you are developing a real-time stress analysis or stress management intervention in a specific setting.

ASSESSMENT METHODS

A 3000 word assignment being a Case Study of the student's work focussed on stress issues with one client, (individual or organisational), showing the student's evaluation and application of theoretical models and research evidence

UNIT 4 TIMETABLE

V/SL = Visiting/Specialist Lecturer

DAY	9.00-10.30am	11.00-12.30am	2-4pm
	Lecture 4.1	Lecture 4.2	Workshop – W4
Mon	Stress in the Workplace and the aims of this Unit	Work stress and coping strategies	Students explore their own experiences & learning to date of working with stress in organisations
	Lecture 4.3	Lecture 4.4	Brainstorming – B4
Tues	Emotional Intelligence and dealing with stress	Stress analysis and problem solving	Unpicking practice- based examples of stress-targeted interventions
	Lecture 4.5- V/SL	Lecture 4.6 - V/SL	Presentations – P4a
Wed	Bullying, harassment, scapegoat and Workplace Stress	Stress: Managing the business risk: Law and the HSC	Student present solutions/action plans for dealing with Workplace Stress
	Lecture 4.7	Lecture 4.8 - V/SL	Presentations – P4b
Thurs	Managing change and stress in the Workplace: Can stress be a "good thing"	Medicalising the stress issue	Case studies of students own current projects
	Lecture 4.9- V/SL	Workshop 4b	Presentations – P4c
Fri	Drawing together research and practice	Stress interventions: solving or hiding problems in the Workplace	a) Students present reports of their learning during Unit b) General feedback & overall comments

UNIT 4: LEARNING MAP

EDUCATIONAL STANDARD	Where Achieved			
Critique knowledge / reconstruct knowledge	<u>Lecture</u> 4.1-4.9	Workshop	<u>B'storm</u>	Pres'n P4
Critique self / reconstruct self				P4
Critique-in-action / collaboratively reconstruct world(s)	4.1-3.9			P4
Originality		150,004 (0.1)		The second second
Evaluate critically	4.1-4.9			
Develop critiques	4.1-4.9	Wir 2.110 0.01 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		P4
Critical awareness	All Lectures	s, W'shops, B'sto	rms & Pres	entations
Act autonomously/ Self-direction	4.3		A DESTRUCTION	
Propose new hypotheses				P4
Creativity		W4a-e	B4	
Acquiring background knowledge (knows or can find out)	4.1-4.9			
Knowledge of critical standards in various disciplines	4.1-4.3			
Psychological disposition 1: Respect for reason, self, integrity, truth)		W4a-e		
Psychological disposition 2: enquiring/accepting attitude		W4a-e		
Possession of critical concepts	4.1-4.9	W4a-e		P4
Knowledge of crit thinking strategies				P4
Systematic understanding	4.3-4.0	W4a-e		
Understanding techniques	4.3-4.9	W42a-e		
Practical understanding		W4a-e		
Advance knowledge & scholarship	4.1-4.9		B4	
Advance own understanding	4.1-4.9	W4a-e	B4	
Develop new skills		W4a-e		
Deal systematically		W4a-e	30 and 10	
Make informed judgements		W4a-e		

UNIT 5 - The Counsellor Researcher/Practitioner

UNIT DESCRIPTION

Aims and Learning Outcomes:

The aims of this unit are: Firstly, to develop your understanding of the value of research for the practicing professional counsellor, together with your ability to evaluate current findings. Secondly, this unit aims to develop your skills and confidence in working with the various methodologies available to the counsellor/researcher.

By the end of this unit students should be able to:

Critically evaluate counselling research

Describe and evaluate the application of the various research approaches to differing settings

Increase your skills in the use of research applications and methodologies

Critically evaluate your own use of counselling research

Summary of Syllabus Content

The unit begins by considering perspectives on research from the major theoretical approaches: psychodynamic, cognitive-behavioural, humanistic and integrative.

The impact of context and knowledge theory on action-focused approaches, evidence-based practice and organisational contexts on research findings is explored, and evaluated in the light of current work.

Key skills for research including assessment, formulation, goal-setting, managing endings and the effective use of academic supervision are explored and developed

ASSESSMENT METHODS

A 3000 word assignment upon a pre-agreed theme showing the student's evaluation and application of theoretical models and research evidence

UNIT 5 TIMETABLE

V/SL = Visiting/Specialist Lecturer

DAY	9.00-10.30am	11.00-12.30am	2-4pm
Mon	Lecture 5.1 Overview of the place in research in counselling practice	Lecture 5.2- V/SL What is research- based knowledge? Evidence-based practice and practice-based evidence	Workshop – W5a Students explore their own research experiences. The concept that all counselling <u>IS</u> research
Tues	Lecture 5.3 The qualitative / quantitative divide	Lecture 5.4 Quantitative methodologies	Brainstorming – B5 Reviewing the current research literature
Wed	Lecture 5.5 Qualitative methodologies	Lecture 5.6 Methodological pluralism	Workshop - W5b V/SL Using library-based scholastic software
Thurs	Lecture 5.7 – V/SL New paradigm research methods	Lecture 5.8 - V/SL Action Research	Workshop - W5c Planning the MSc Research-based Dissertation
Fri	Lecture 5.9- V/SL The researcher as a "bricoleur"	Workshop- W5d V/SL Qualitative research software	Presentations – P5 a) Students present reports of their learning during Unit b) General feedback & overall comments

UNIT 5: LEARNING MAP

EDUCATIONAL STANDARD	Where Achieved			
Critique knowledge / reconstruct knowledge	<u>Lecture</u> 5.2 & 5.6	Workshop W5a+c	<u>B'storm</u>	Pres'n
Critique self / reconstruct self		W5a+c	~	- www.eve-w
Critique-in-action / collaboratively reconstruct world(s)	5.1, 5.7-5.9	W5c		P5
Originality	5.9	W5c		
Evaluate critically	5.1-5.9		B5	P5
Develop critiques	5.1-5.9		B5	- swinster inc
Critical awareness	All Lectures,	W'shops, B'stor	rms & Pres	entations
Act autonomously/ Self-direction	5.9	W5c		P5
Propose new hypotheses	5.7	W5c	-640-5400100-0	
Creativity	5.9	W5c		V AN SHOP ST
Acquiring background knowledge (knows or can find out)	5.1-5.9	W5b	B5	
Knowledge of critical standards in various disciplines	5.4 & 5.5	A	B5	¥4
Psychological disposition 1: Respect for reason, self, integrity, truth)	5.1 & 5.2	W5c	B5	P5
Psychological disposition 2: enquiring/accepting attitude		W2c	B5	
Possession of critical concepts	5.1-5.9			***************************************
Knowledge of crit thinking strategies	5.1-5.9		B5	
Systematic understanding	5.8-5.9	W5b+d		
Understanding techniques	5.4 & 5.9	W5b,c,d		N - N - N - N - N - N - N - N - N - N -
Practical understanding		W2b,c,d		
Advance knowledge & scholarship	5.1-5.9	W5c	B5	
Advance own understanding	5.1-5.9	W5b+d	B5	WEST CONTROL OF THE STREET
Develop new skills		W5a-d	5.5	
Deal systematically	5.5 & 5.9	W5b,c,d	HARIO CARTONIO DATEMENTA	and the state of t
Make informed judgements	5.2 & 5.9	W5a-d	B5	P5

UNIT 6 – Developing the Professional Counsellor

UNIT DESCRIPTION

Aims and Learning Outcomes:

The aims of this unit are: Firstly, to develop your understanding of the value of discipline discourse and practice development for the professional counsellor, together with the ability to evaluate current advancements and findings. Secondly, this unit aims to develop your skills and confidence as an advocate for developments and innovations within your chosen professional field.

By the end of this unit students should be able to:

Critically evaluate counselling development

Describe and evaluate the application of the various innovative approaches to counselling development

Increase your skills in the evaluation and use of new applications in counselling methodology

Critically evaluate your own contribution to developmental work in counselling

Summary of Syllabus Content

The unit begins by considering perspectives on counselling development from the major theoretical approaches: psychodynamic, cognitive-behavioural, humanistic and integrative. The impact of context and knowledge theory on innovation is explored, and evaluated in the light of current work. Key skills for promoting new concepts in counselling practice research including assessment, problem formulation, goal-setting, managing change and the effective use of academic and collegiate inputs and feedback are explored and developed.

ASSESSMENT METHODS

A 3000-word assignment upon a pre-agreed theme showing the student's evaluation and application of learning gained during this Unit

UNIT 6 TIMETABLE

V/SL = Visiting/Specialist Lecturer

DAY	9.00-10.30am	11.00-12.30am	2-4pm
Mon	Lecture 6.1 Overview of counselling in the UK today	Lecture 6.2 Counselling at the Cross Roads?	Workshop – W6a Students explore their own trans- disciplinary practice experiences.
Tues	Lecture 6.3 Counselling Statutory Regulation	Lecture 6.4 Working with other disciplines	Brainstorming – B6 Reviewing the current literature
Wed	Lecture 6.5 – V/SL The Psychologist's viewpoint	Lecture 6.6 - V/SL A Doctor's viewpoint	Workshop – W6b Presenting counselling to non-counsellors
Thurs	Lecture 6.7 New paradigms in counselling practice	Lecture 6.8 "Out-of-the-box": becoming an adventurous Counsellor	Workshop – W6c V/SL Envisioning session
Fri	Lecture 6.9- V/SL Evaluating new practice: the CORE system	Lecture 6.10 A counselling crystal ball	Presentations – P6 a) Students present reports of their learning during Unit b) General feedback & overall comments

UNIT 6: LEARNING MAP

EDUCATIONAL STANDARD	Where Achieved			
Critique knowledge / reconstruct knowledge	<u>Lecture</u> 6.1 & 6.10	Workshop W6b+c	<u>B'storm</u>	Pres'n
Critique self / reconstruct self	6.1-6.10	W8b+c		
Critique-in-action / collaboratively reconstruct world(s)	6.1-6.10	W6a+b		P6
Originality	6.7-6.10	W6c		
Evaluate critically	6.1-6.10	W6a-c	B6	P6
Develop critiques	6.1-6.10	W6a+b	B6	
Critical awareness	All Lectures,	W'shops, B'sto	rms & Pres	entations
Act autonomously/ Self-direction	6.8-6.10			P6
Propose new hypotheses	6.8 7 & 6.10	W6c		
Creativity	6.8-6.10	W5c		HITIA M. S. W. S. T.
Acquiring background knowledge (knows or can find out)	6.1-6.10	W6b	B6	
Knowledge of critical standards in various disciplines	6.5 & 6.6	W6c	B6	
Psychological disposition 1: Respect for reason, self, integrity, truth)		W5b+c	B6	P6
Psychological disposition 2: enquiring/accepting attitude		W2b	B6	and a second control of the second
Possession of critical concepts	6.1-6.10	W6a+c		
Knowledge of crit thinking strategies	6.2-6.10	N. W. W. W. W. W. W.	B6	
Systematic understanding	6.1, 6.3 & 6.9			
Understanding techniques	6.9			
Practical understanding	6.9		- Paradon Anna - An	
Advance knowledge & scholarship	6.1-6.10	W6a-c	B6	
Advance own understanding	6.1-6.10	W65b+d	B6	
Develop new skills	6.9			
Deal systematically				
Make informed judgements	6.10	W6a-6	B6	P6

Unit 7 (Reflective Practice) + Unit 8 (Collaborative Practice)

Both of these Units are currently being designed and will be delivered by the MSc Professional Studies Team, which includes the Workplace Counselling Tutors. Completing these two Units is an essential part of the students evolution as Transdisciplinary Learning Professionals because, it during these Units that they learn jointly with students from parallel disciplines. The students from both the Workplace Counselling and the Counselling Supervision Programmes unite and jointly explore transdisciplinary concepts with students who are developing professionally at masters-level in Social Work, Social Studies, International Social Work, Managing Social Work Services and similar disciplines and discourses. As part of the essential transdisciplinary nature of these Units, the lecturers too are drawn from a wide range of disciplines within in the university.

RESEARCH DISSERTATION

The purpose of the Research Dissertation is to demonstrate the quality of students' learning on this MSc Programme. However, it is not the peak of the students' future professional learning. In fact it is doubtful is such a peak will ever be reached as it is arguably a target to be professional striven for rather than finally achieved, (Frost 2001). Having successfully completed the Dissertation Year, the emergent Postgraduate Workplace Counsellors will then ready to continue to practice their profession and to continue develop as Life-long Learners, (Eraut 1994). Unfortunately they will not be able to claim official status as Workplace Counselling Specialists as a profession as this would require public recognition and the various ways of achieving such a status have yet to be debated. However, graduates from this Programme will certainly have a powerful claim to be leading members of what might be seen as an already emerging profession and will, it is certainly hoped, play seminal roles in its future development.

The ultimate aim of this MSC programme, for those who complete all three years, is to transform its students into <u>Specialist Practitioners</u> who have attained a learning state of <u>Critical Being</u> and who are able to offer <u>Transformatory Critique</u> across a range of disciplines, (Barnett 1997), and it is therefore intended that this programme's graduates will be able to offer significant contributions to workplace counselling's future professional and knowledge-based development

ANNEXE 2

Book synopsis and sample chapters

** "THE FOURTH WAVE IN WORKPLACE COUNSELLING:

The workplace counsellor – a professional specialist!

**Title under review

BOOK: Synopsis

POSSIBLE WORKING TITLES:

- 1) WORKPLACE COUNSELLORS THE PROFESSIONAL PRACTITIONERS
- 2) WORKPLACE COUNSELLING THE NEW PROFESSIONALS
- 3) THE FOURTH WAVE IN WORKPLACE COUNSELLING ITS PROFESSIONAL SPECIALISATION
- 4) THE FOURTH WAVE IN WORKPLACE COUNSELLING: THE WORKPLACE COUNSELLOR A PROFESSIONAL SPECIALIST!

TABLE OF CONTENTS

Chapter 1: Introduction

Sets out what I intend to achieve in this book and how I am going to do so Introduces and LINKS this book's chapters KEY questions SUMMARY

Chapter 2: An Overview of Workplace Counselling

Discusses the HISTORY of Workplace Counselling
Examines what WP Counsellors CURRENTLY DO
Argues that WP Counselling should become A PROFESSIONAL
SPECIALISATION
Calls for improved POSTGRADUATE TRAINING for WP Counsellors
Argues for NEW APPROACHES to modelling WP Counselling
SUMMARY

Chapter 3: Research and the Workplace Counsellor

THE OVERALL PESPECTIVE

Critically analyses MCLEOD'S 2001 META-RESEARCH
Critically analyses a comprehensive selection of POST 2001 RESEARCH
Reports in critically reflexive mode on AUTHOR'S OWN RESEARCH
SUMMARY

MY RESEARCH PERSPECTIVE

REPORTS on my own research
Supports PROFESSIONALISING workplace counselling
Suggests evidence-based ways to TRAIN workplace counselling
specialists
Suggests some NEW MODELS of workplace counselling from the
viewpoint of some Counselling Agency managers
Outlines the RESEARCH BASIS for a VALIDATED WP Counsellor
TRAINING PROGRAMME
SUMMARY

Chapter 4: Current Issues and Controversies

SPREAD of WP Counselling – how should this proceed?
Critical analysis of CURRENT APPLICATIONS of counselling to the workplace
INFLUENCES AND THEMES in the future development of WP Counselling
Critical ANALYSIS of these THEMES and approaches to INVESTIGATING
THEM
SUMMARY

Chapter 5: Remodelling Workplace Counselling

Discussion of CURRENT MODELS
Current theoretical "boxes" and ways to BREAK OUT from them
The role of the CASE MANAGER
Arguing that the CLIENT <u>need</u> NOT be THE FOCUS OF ATTENTION
Emphasising the IMPORTANCE of HELPING THE ORGANISATION
NEW MODELS of WP Counselling
SUMMARY

Chapter 6: Understanding Organisations

TYPES of organisation
Organisational CULTURE
Culture as an organisational FUNDAMENTAL
A COUNSELLING WAY to understanding organisations
A RELATIONSHIPS VIEW of organisations
DIAGNOSING organisations
SUMMARY

Chapter 7: New Roles for Workplace Counsellors

CONSULTANCY issues – the organisation as the client MENTORING – a counselling approach TRAUMA in the workplace How WP counsellors can approach COACHING and PERSONAL DEVELOPMENT issues and the EMBEDDED counsellor The UPSTREAM dimension of WP Counselling SUMMARY

Chapter 8: A New Attitude to Training Workplace Counsellors

Knowledge and the PROFESSIONAL
The LEARNING PROFESSIONAL
PERFORMATIVITY
CRITICALITY
The TRANSPERSONAL professional
MAPPING the training of the WP Counselling Specialist
What Training PROGRAMMES should INCLUDE
SUMMARY

Chapter 9: Time Boundaries for Workplace Counsellors

A critical analysis of the TIME-LIMITED/OPEN-ENDED CONTROVERSY CRITICAL ANALYSIS of current time-limited models SOLUTION-FOCUSSED therapies revisited The SKILLED HELPER re-examined NEW time-limited MODELS for the professional WP Counsellor SUMMARY

Chapter 10: Stress Issues in the Workplace

UNDER DEVELOPMENT BUT TO INCLUDE
PSYCHOLOGY of stress – current issues
PHYSIOLOGY of Stress – latest thinking
Stress in INDIVIDUALS – sick worker or sick employer
Stress in ORGANISATIONS – the psychopathology of the workplace
ANALYSING Stress - critical analysis of current techniques
SOCIOLOGICAL/ORGANISATIONAL solutions – the debate
INDIVIDUAL solutions – ethics and confidentiality
MEDICATION vs. Cognitive BEHAVIOURAL approaches – the debate
SUMMARY

Chapter 11: Trauma and the Workplace Counsellor

Trauma in the WORKPLACE
PUBLIC DISASTERS and the workplace counsellor
THEORIES of Trauma
Trauma THERAPY
PTSD
Trauma PREVENTION
MEDICAL models of Trauma
Current RESEARCH and CONTROVERSIES

Chapter 12: A Glimpse into the Future

WHERE counselling generally could and should be going The IMPLICATIONS of these "coulds" and "shoulds" STATUTORY REGULATION – help or hindrance Taking the PRECIOUSNESS OUT OF COUNSELLING NEW TRENDS in Counselling Theory The WP Counsellor in 2015 – some futurological "doodling" SUMMARY of the whole book

References:

An EXTENSIVE bibliography

LIST OF ILLUSTRATIONS AND TABLES

SAMPLE CHAPTER: Chapter 3 – Research and the workplace counsellor

THANK YOU VERY MUCH, JOHN MCLEOD!

Anyone attempting to review the current state of play with regard to workplace counselling research owes a great deal to John McLeod. His exhaustive overview, "Counselling in the Workplace: The Facts" (2001), means that later writers like me can concentrate mainly on individual articles and papers since 2000. In any case, just starting from 2000 is a big enough task by itself!

However, it's best to begin at the beginning and to review what McLeod had to say in 2001. His basic message was that workplace counselling is generally beneficial. He found that its individual clients are very satisfied; it has a positive effect on anxiety, stress, substance misuse, sickness rates, job satisfaction and job motivation; it appears to be cost-effective and it seems to do all this despite being usually limited to less than 10 sessions, (McLeod 2001). However, as it happens, modern practice in the Commercial, Public and Voluntary Sectors, usually seems to limit most counselling interventions, including workplace ones, to 5/6 sessions or less so the 10-session time limitation suggested by McLeod might not be significant, (Turner 2000).

So, is that it? Up to 2000, workplace counselling is efficacious so all we have to do now is to find out how to make it even better? Not quite! It seems to me that there are a number of areas where some of McLeod's conclusions, and the way that his review is presented that raise some important, and as yet, unanswered questions.

My main concern is with McLeod's definition of "counselling". Obviously no such definition can be complete. Equally obviously, all authors, McLeod included, must arrive at a working definition of counselling because they have to put some boundaries around their work. That's not a research weakness; it's an operational necessity. However, it seems to me that in this case, McLeod's operational necessity opens up some specific arguments. For example, McLeod excludes imposed counselling and he omits any counselling that includes scheduled exercises, training or education. He also excludes interventions aimed at promoting the organisation's psychological health. McLeod specifically rejects what he alleges are non-counselling interventions such as stress management and critical incident

resolution. Applying his definition today would also mean omitting coaching, mentoring, change management, anti-harassment training and so on. For McLeod, workplace counselling is a service that is voluntarily chosen by individual workers or groups of workers. Although I agree that it's acceptable to generate a working definition of counselling for research purposes, I also believe that McLeod's 2001 definition is inherently self-limiting for the modern workplace-counselling specialist. Interestingly, McLeod himself hints at this:

He says that it's not counselling when employees are directed to take part "... <u>even though the intervention may be based on counselling principles and theory"</u> - (McLeod 2001: p13).

McLeod also says that interventions targeting organisational functioning or physical health are not counselling, "... <u>even</u> though these interventions may have important incidental effects on psychological well-being" - (McLeod 2001: p13)

Interestingly, McLeod himself has told me that he agrees with some of the points that I am making here, "... and in particular with your key idea that counselling in the workplace is broader, in practice, than my [2001] definition", (personal communication - McLeod, 31 January 2005).

Counselling, says McLeod, has to be responsive to the needs of the individual clients. This raises another question for me because I want to know if this really must be so. Of course traditionally, that's how counselling has usually been focussed and apparently it's all done for the individual client's benefit. At least that's what all of the counsellors that I've ever met seem to unshakeably believe. However, these days counselling is increasingly being provided by, or funded by, organisations, (EAPA Statistics 2004). Do they have no right to have their needs considered as well? Do they have no right to sometimes claim that their needs are paramount and might even supersede the right of the individual employee? In modern workplace counselling, can it never be said that he who pays the piper might sometimes call the tune? If a counsellor's skills of being especially attentive to

interpersonal processes and relationships can also serve to promote an organisation's needs then why shouldn't this professional activity also be called counselling? After all, the BACP's 2001 Ethical Framework includes "... anyone undertaking the role of... provider of counselling skills..." as being a counselling practitioner. Therefore is seems to me that if counselling skills are being used, then counselling is taking place. Why should we not claim as our territory any practices or service provisions that use our hard-won counselling knowledge and experience? Today, it seems to me that a much broader and more comprehensive definition of what counsellors can do is needed. This especially applies to the workplace practitioner who, to date, has trod an uneasy path between workers and bosses and sometimes ended up satisfying neither, (Carroll & Walton 1997).

There is another important concern for me in that McLeod's literature search apparently found no adverse outcomes. In the worst case the reported level of effectiveness was neutral and McLeod states, "... no studies have found workplace counselling to be harmful or less effective than other interventions". This gives rise to two immediate queries: -

Firstly, even if this statement is true it doesn't mean that counselling is necessarily the best, the most effective and the most economic form of treatment for the emotionally damaged worker. What if medical science, psychology, job redesign and/or many other similar approaches can bring relief more quickly and more cheaply? If we are to develop workplace counselling as a true professional specialism, then we will need to be able to demonstrate some particular, even unique, value from our professional interventions. The master-level, specialist training program that I shall be discussing elsewhere in this book has been developed, at least in part, to address this issue.

Secondly, it is the very absence of any studies showing negative results that is somewhat worrying. This is surprising given the historical record of psychotherapy research. As early as 1977, Lambert, Bergin & Collins were reporting on client harm directly attributable to therapist interventions. In 1985, Mays & Franks were finding negative outcomes for some forms of psychotherapy. I am unaware of any improvement in this situation in later years. The absence of negative studies in McLeod's survey just doesn't fit with the findings in research programmes generally, that sometime things simply don't work out. It's almost as if McLeod has discovered some positive, objective, facts about psychotherapy and that by itself is pretty unlikely.

This absence of negative outcomes leaves me wondering if all the research, both positive and negative, is being reported. That's an unanswerable question and we may have to wait for the development of the newly emerging, hopefully professionally confident, workplace-counselling specialist to be open enough, or to feel secure enough, to report any negative findings in either practice or research. This need to be convinced that the researcher has developed the capacity to be professionally transparent is, to my mind, yet another argument, (one that is expanded throughout this book), in favour of the further development of workplace counselling as a Professional Specialism.

WORKPLACE COUNSELLING RESEARCH AFTER 2000

Let me start out by openly admitting that this is not an exhaustive review of all counselling research over the last 5 years. That's far too big a job for the lone researcher. What I have done is to search as follows: -

- I have looked, wherever available, at the published and unpublished presentations to the 2002 - 2005 Conferences of the British Association for Counselling and the Association for Counselling at Work.
- 2) I carried out on-line literature searches using PychInfo, Google, Google Scholar and named websites such as EAPA, British Medical Association, the British Journal of Psychiatry, Occupational & Environmental Medicine Online, the American Psychiatric Association, the UK Health & Safety Executive and many others.
- I have reviewed all the published articles in the Association of Counselling at Work Journal from 1998 - 2005
- 4) I carried out a hand search of the British Journal for Guidance and Counselling, Counselling Psychology Quarterly, the Counselling & Psychotherapy Research Journal and the Journal of Counselling Psychology.

I am of course aware that a huge workplace counselling research literature exists. However, it seems to me that this mega-list can be broken down, broadly speaking, into two main groups:

First Literature Group

This, which is by far the largest, encompasses the many enquiries into the value of any given or chosen style of counselling to a particular target group of employees for a specific purpose and a particular time or location. It also covers research into background information about workplace mental health issues. Here are a few examples:

- 1) Burwell & Chen, 2002, studied the application of Rational Emotive Behaviour Therapy to workaholics.
- 2) Wright, 2003, studied writing therapy as an adjunct to brief counselling in the workplace
- 3) Orner & Schnyder, 2003, examined the benefits of trauma therapy for high-risk, occupational groups.
- 4) Boor, Field & Scragg, 2002, studied the mental health of airline pilots

This list goes on and on. Like most counselling outcome studies, these workplace investigations by and large demonstrate that applying a particular psychotherapeutic technique at a particular time helped someone. However, as this is also the case with psychotherapy generally, (Lambert & Ogles 2004), any findings that workplace based psychotherapy is equally effective any are no great surprise. What these studies, by and large, don't do is to highlight anything that's specific just to workplace counselling. That's because many essentially similar studies can be found throughout psychotherapy research generally that suggest that counselling is of positive use, (Bergin, Garfield & Lambert 2004). For instance, here's a typical example of just how supposedly workplace counselling research doesn't actually generate any new specialist workplace-counselling knowledge but merely echoes similar findings in general counselling research: -

RESEARCH EXAMPLE

Eriksson, 2004, explored ways of countering the affects of changeprograms on employees' emotions. She found that unwanted, imposed change in organisations resulted in increased employee depression levels. Of course, findings such as Eriksson's could probably be anticipated in similar enquiries into the emotional effects of unwanted, imposed, change on most social groupings. Therefore, any resultant suggestions for suitable therapy, arising from this so-called workplace counselling research, would not actually be specific to employees. So, in that sense Eriksson's findings, and their comparison to social groupings generally, or even to individuals, are not all that surprising. After all, most workplace counsellors would see worked-based and home-based psychopathology as being irretrievably interconnected. Therefore, they would not expect that a workplace therapy could be found that is different in either content or purpose to general life therapy. This is an argument in support of the notion that individual worker therapy should remain as the core activity of the workplace counsellor.

However, this is the very place where I start to disagree with current workplace counselling orthodoxy. I don't accept that merely helping individual workers should continue to be the primary purpose of workplace counselling. This is why I want to move beyond workplace counselling, as many therapists understand it today. The outcomes described in this first literature group, merely demonstrate to me that routine counselling can take place in workplace settings in just the same way as it can take place anywhere else. It's only the location or the funder that differs. However, if my suggestion that workplace counselling should be a recognised Specialism has any value, then workplace counselling will have to offer something much more than this. It can no longer remain where it mostly is today. This means that workplace counselling must move past simply being general counselling that just happens to be carried out in a particular, workplace-based location. It will need its own specific methodologies, theory bases and practice protocols. That's why I'm suggesting purpose-designed, postgraduate training is essential for workplace counsellors.

Second Literature Group

The second literature group, (the one that's most relevant to my purposes, helps us to try and take an overall, even an overarching, view of workplace counselling as a differentiated branch of psychotherapy. It can be argued that some of the implications of McLeod's 2001 study lead to the possibility that workplace counselling is already acquiring its own body of research-based knowledge. Anyway, now let's look at some more of what's been happening since McLeod's 2001 report.

Here's a selection of a few of what I believe, are the more relevant investigations: -

- 1) Whelan, Robson & Cook, (2002), studied the effects of a long-term project to provide employee counselling in a Health Service Trust. Unsurprisingly, they showed that the staff both benefited from, and valued, having easy access to such a service. What's more interesting about this study is its careful explanation of the setting up process and how the service providers had to move beyond counselling and into extensive managerial and staff consultations. In other words, simply providing counselling by itself was not enough. The counsellors had to become involved with the organisation. As the authors say, "... [it] was important to understand the structure of the Trust". They also found that when working as counsellors in an organisational setting that, ... we have responsibilities to that organisation" and that negotiation was required "... to clarify the organisation's demands" and that "clear contracting allowed us to draw up specifications of roles and responsibilities". This is unambiguous support for the suggestion that successful workplace counselling projects require the counsellors to become both involved in, and aware of, the organisational structure within which they operate. In other words, it appears that the specialist workplace counsellor" needs to acquire specialist knowledge beyond that required by a general-purpose counsellor. Such a counsellor, it seems, needs to understand organisations!
- 2) Elliot & Williams, (2002), studied an established an ongoing counselling service within a Fire Brigade. As with most similar outcome studies, they found that the service provided tangible emotional and personal benefits for the staff members who used it. Much more importantly, Elliot & Williams found that "...aspects of organisational life ...interpersonal conflict; task overload; organisational change" were major reasons for client self-referral. Later in their report they tell us "...organisational culture also seemed to stimulate self-denial". These findings raise the question of whether it is the emotional health of the client or the psychological health of the organisation that the counsellor should be addressing. However, any counsellor who offers such a more comprehensive response is already starting to go beyond the client-led boundaries of traditional counselling. Further evidence of the apparent need to break boundaries comes from Elliot & Williams' finding that for many of the clients who were interviewed post-therapy, that "... the educational part of counselling was the strongest part". Now this is certainly not an attitude that many

counsellors, especially the person-centred or the psychodynamic therapy schools, would be comfortable with. Not only that, but deliberately inserting an educational element into the counselling process doesn't fall within McLeod's 2001 definition of workplace counselling. Elliot & Williams also surveyed the counsellors' experiences in this particular workplace. It seems that the counsellors too became aware that "...there is an organisational attachment. The organisation is a client too". These investigators well understood the impact of the organisation on their client-work. This raises the question of whose interests are paramount and must the counselling focus always see the individual client's needs as being overriding. After all, the fire brigade was paying for the service and that organisation reported finding a measurable financial benefit from keeping the counselling service in place. Therefore, a workplace counselling service's funders might well claim that they too have rights, demands and needs. So is it time for the workplace counsellor to move beyond individual client needs? Is it time for the workplace-counselling specialist to recognise that from the employing organisation's viewpoint, "there's no taxation without representation"!

- 3) <u>Silvester, (2003)</u>, found that counselling service provision was widespread throughout the British National Health Service. She found a very wide variety in both the counsellors, their qualifications and experience and in the types and levels of service that they offered. Some services did indeed break the boundaries and offer mentoring, training, mediation and conciliation services. In other word the counsellors were offering apparently non-counselling interventions but ones that clearly depended on their using counselling practitioner skills. This is a study that is representative of many similar investigations, (Fisher 2003; Shale 2001; Shorrock 2001 etc., etc.), all of which offer support for a broad church approach to workplace counselling that defines it as a wide-ranging set of specialist skills that could be available both to the employees and their employers.
- 4) Walton, L., (2003) found significant levels of suspicion on the part of employees who were offered an externally provided EAP counselling service by their profit-making organisational employer. Although there was a reasonable level of general background goodwill towards the concept of counselling, the actual practice of workplace counselling within that particular employing organisation was treated with suspicion. Potential clients edited what they presented to the counsellors for fear of managerial reprisals. The managers themselves had a much more negative view of counselling and saw it as a soft

option for the ineffective employee. The Walton study clearly showed that the mere provision of a counsellor in the workplace does not constitute a useful workplace counselling service. It appears that extensive initial and ongoing promotional work is required, that extensive pre-inauguration negotiations with the workforce are essential and that extensive preparatory training for workers and their managers is vital.

In fact, recognising these apparently negative forces caused Walton to subsequently ask the workforce what sorts of improvements would be necessary before they could properly trust, and therefore beneficially use, the counselling service, He found that it would be necessary to build confidence in confidentiality/privacy issues, that organisational cultural changes were desirable and that extensive, and ongoing, public relations campaigns would be required. In addition, there was an obvious need for staff and management to undergo awareness training about just what workplace counselling effectively is and what it could realistically offer. For me, the implications of Walton's investigations are, that if we as workplace counsellors are going to satisfactorily handle such issues, then we ourselves need to be professionally confident. Walton's study appears to suggest that those providing that particular counselling service were as confused about what workplace counselling actually was as were their clients. It seems that the counsellors themselves had considerable boundary issues to resolve about just what workplace counselling consists of. Perhaps a specifically trained workplace-counselling specialist could better anticipate and resolve such basic set-up problems?

5) <u>Summers, (2004)</u>, looked at the effects of a brief-intervention model counselling service that was extensively used by a financial sector employer. She found significant clinical improvement in the clients both directly after counselling and at a 12-month follow up. Again these were not significantly different findings than those identified in many similar studies. However, Summers went further than simply studying outcomes. She carried out a meta-analysis of the clients, the problems that they presented with and the issues that the counselling process actually focussed on. She found that many of these issues were non-counselling ones, at least as it is traditionally posited, and that they therefore certainly demanded some non-traditional counselling responses. There were financial worries, legal issues, dependency concerns, and critical incident impacts and so on. In this study it seems that the counsellors did respond effectively to these demands and in doing so they clearly overstepped the usual client/counsellor boundaries.

In addition, Summers also found that the workplace counselling service worked well because it also addressed some specific strategic requirements of the organisation. These were: -

- Protecting the organisation from claims that it was failing in part of its duty of care under the relevant Health and Safety legislation.
- 2) Reducing sickness and absence rates
- 3) Improving productivity rates

Summers' enquiry is yet another report of a situation in which the workplace counselling specialist's willingness to investigate organisational needs and non-traditional counselling provisions start to come into the foreground. This is yet more support for the concept that the workplace-counselling specialist could, and perhaps even should, move into some uncharted, and probably innovative, therapeutic waters.

This section of my book is not an attempt to find a post-2000 support for a specific meta-model of workplace counselling, (my Literature Groups 1 & 2). What it is, is an attempt to build on the apparent success of many workplace-based counselling interventions by asking if there is also any evidence to support the deliberate widening of the workplace counsellors brief and to try and firmly place the organisation as an equal partner, one with its own needs and demands, into the workplace counselling specialist's ambit. It is my argument that the studies reviewed here do exactly that.

TAKING THE IMPLICATIONS OF THIS RESEARCH A BIT FURTHER

The underlying premise in my examination so far of workplace counselling and the research associated with it, seems to be that "Workplace Counselling Works"! However, that's actually a far from resolved debate. For example, Henderson, Hotopf & Wessely (2003), question the validity of such an apparently positive evaluation of workplace counselling from the published research. They point to the apparent absence of negative impact studies, which they see as suggesting doubts that the research reported so far is

truly comprehensive. However, in response to the suggestion of possible researcher-influenced results or publication-bias in the reported, overwhelmingly positive, workplace counselling outcome studies, I can say that I have found one of the rare, negative, studies of workplace counselling interventions. Proper et al. (2004), carried out one of the yet even rarer workplace counselling studies that involved Randomised Control Trials. They investigated the effectiveness of counselling on employee sickness rates. This study found that counselling had no significant effects on sick leave rates in either group. However, the control group actually did slightly better than the treatment group. So, in reply to this particular methodological criticism of workplace counselling research; does admitting to this negative finding support the overall honesty of workplace-counselling researchers who do find counselling to be effective? Alternatively, does it support the views of those who would argue that workplace counselling is at best irrelevant and at worst harmful? Anyone who aspires to becoming a workplace counselling specialist must at least consider these questions and possibly even have some answers.

An important absence in modern counselling research generally, and in workplace counselling research in particular, is the absence of Randomised Control Trials. Some critics of workplace counselling argue that without such trials, the belief that workplace counselling really does work is untenable. Counselling researchers generally tend to dismiss such criticisms as being hopelessly old fashioned and, worst of all in their eyes. modernist. This seems to me to be somewhat akin to shooting the messenger if you don't like the message. As a modern counselling researcher/practitioner, I would accept that post-modernist approaches to counselling research can, and do, successfully use qualitative methodologies that do not depend on the supposedly impersonal, objective, modernist tradition. I would even go further and say, that in my view, such "new paradigm" enquiries can often reveal new knowledge that the conventional methodologies cannot. (Patton 1990). However, we live in an evidence-based practice world. Yes, it is difficult to bring Randomised Control Trials into workplace counselling research but that doesn't mean that we can dismiss the demands of those who are looking for such evidence. Perhaps yet another advantage of developing the Workplace Counselling Specialist will be the emergence of practitioners who are comfortable with objective, modernist, investigations and who are not dismissive of those who demand them.

So does workplace-counselling work? Well the evidence seems to be that it probably does, at least in the short-term, for some workplace psychological health problems. For example, van der Klink, Blank & Schene, (2001), found it to be the treatment of choice for work-related stress. We can go further and find evidence in support of counselling as a treatment method generally. Bower, Rowland & Mellor, (2002), found that counselling in primary care is associated with, at least modest, improvements in short-term outcomes generally. Given that stress is a major factor in employee psychopathology and also given that many people with workplace-based emotional problems first present to their GP's and are then might be referred on for counselling then this sort of representative evidence supports the notion that workplace counselling has its uses.

However, even if it's true that workplace counselling actually works, why should workplace counselling be a first resort for the troubled worker or the troubled workplace? As Verbeek, (2004), asks, "... where [in] workplace counselling] is the hierarchy of controls"? Consideration of the following example illustrated what Verbeek means:

EXAMPLE 1: Hierarchy of Controls

Consider a heavy-industry factory with its attendant hazards from machinery and from the general physical work environment. In such a workplace, <u>primary</u> safety prevention, (machine guards, non-slip surfaces etc.) is considered to be a better first defense in response to hazards than providing protective clothing and similar personal equipment. The <u>secondary</u> response, that of providing personal protective equipment, is considered better than providing an emergency medical service. The <u>third level response</u>, that of providing emergency medical services, is considered better that trusting to luck. This is what is meant by the term "a hierarchy of controls".

Therefore, if we consider a counselling response to an organisation-generated hazard, it could it be the case that although workplace counselling may be effective, other, more basic, on-site, improvements might be both simpler, better and perhaps longer lasting?

Consider the following example:

EXAMPLE 1: Hierarchy of Controls

Take the case of an organisation that might be providing counselling for high, endemic, stress levels and finding that counselling to be apparently effective. However, in the case of a different organisation, the management might perhaps identify excessive ambient noise as the major stressor and, instead of using counselling, institute practical ways of reducing the workplace noise levels. Which is the optimum solution and which one should the Workplace Counselling Specialist promote?

It seems to me that this second example is only an argument against traditional workplace counselling if, as in this case, the worker-centred therapy is might possibly mask some fundamental working-environment fault lines. Some critics argue that in a case such as this, that workplace counselling becomes a "... band-aid or inoculation" approach, (Cooper & Cartwright 1994) or a "... sticking plaster" approach, (North 1996). By this they mean that the sometimes the emotional dysfunction does not necessarily come from the worker-client's personal difficulties but instead the individual's apparent sickness may actually be a logical and healthy psychological reaction to a sick workplace. This would suggest, as Sugarman (1992) argues, that counselling is in danger of being "... a substitute for good management practices" because it as Bishop & D'Rozario, (1990), suggest "... treats the troubled employee rather than the troubled organisation". However, when we bring in the concept of creating workplace-counselling specialists, then we are also generating the possibility that workplace counselling can legitimately move beyond artificial, client-led, boundaries.

The proactive workplace-counselling practitioner might feel able to help management to identify many such non-counselling solutions, perhaps by devising and undertaking an appropriate organisational emotional survey. This would suggest that although counselling in its traditional form might not always be the best solution to a problem, the potentially more comprehensive approach of a specialist workplace counsellor could include addressing any other relevant issues. Therefore, whatever the solution, the input of the workplace counsellor as a contribution towards its resolution, could remain important both to the organisation and to the non-clinical population.

Is it a proper role for workplace counselling specialists to look beyond traditional individual counselling and to suggest any other suitable problem solving strategies that address the emotional welfare of the workforce?

This could mean that:

The workplace-counselling specialist doesn't ignore the hierarchy of controls, such a counsellor is a <u>part</u> of the controls hierarchy.

The implication of training the workplace counsellor to undertake these beyond counselling, beyond discipline tasks could therefore be that:

The true nature of the Workplace Counselling Specialist is to operate within a

PROFESSIONAL TRANSDISCIPLINARY FRAMEWORK

BIBLIOGRAPHY

Adkins, L. (2005), Reflexivity: Freedom of habit of gender? The Sociological Revue, 52, No S2, 191-210

Alcoff, L. & Mendietta, E. (2000), Thinking from the Underside of History, NY, Rowman & Littlefield

Alcoff, L. & Potter, E. (1993), Feminist Epistemologies (Thinking Gender), London, Routledge

Aldridge, S. (2006), Update on regulation, Therapy Today, V17, 1, 34-35

Aldridge, S. (2004), Statutory Regulation Update, address to the BACP Accredited Course Regional Meeting, London, 19/11/04

Aldridge, S. & Pollard, P. (2005), Interim Report to Department of Health on Initial Mapping Project for Psychotherapy & Counselling, www.bacp.co.uk/notice_board/

Alvesson, M. (2002), Understanding Organisational Culture, London, Sage

Alvesson, M. (2000), Social identity and the problem of loyalty in knowledge-intensive companies, Journal of Management Studies, 37, 8, 1101-1123

Alvesson, M. (1995), Management of Knowledge-intensive Companies, Berlin, de Gruyter

Alvesson, M. & Skoldberg, K. (2000), Reflexive Methodology Interpretation and Research, London, Sage

Anderson, L. & Krathwohl, D. (2001), A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, New York, Longman

Antoniou, C. (1995), Private Paper, School of Psychology & Counselling, Roehampton Institute, London, cited in Carroll, (1996) "Workplace Counselling", London, Sage

Argyris, C. (1970), The organisation: what makes it healthy? In Sexton, W. (Ed), "Organisation Theories", Ohio, Merrill

Aspinall, L. (2001), *Is counselling good for business?* Association for Counselling at Work Journal, 34, Autumn 2001

<u>Australian Bureau of Statistics</u> (2003), *ABS Labour Survey, Trend Data to May 2003*, ABS Publications, www.abs.gov.au

Axelrod, S. (1999), Work and the Evolving Self, London, The Analytic Press

<u>Bachkirova, T. & Cox, E.</u> (2005), A bridge over troubled water – bringing together coaching and counselling, Association for Counselling at Work Journal, 48, Spring 2005

Bailey, F. (2002), The stiff upper lip? Attitudes of British business executives to help-seeking, MSc dissertation, City University, London

Bailin, S., Case, R., Coombes, J. & Daniels, L. (1999), Conceptualising Critical thinking, J. Curriculum Studies, 31: 285-302

<u>Ball, S.</u> (2000), Performatives and Fabrications in the Educational Economy; Towards the Performative Society, The Australian Educational Researcher, 27, (2), 1-24

<u>Barbules, N. & Berk, R.</u> (1999), *Critical Thinking and Pedagogy: Relations, Differences and Limits* in Popkewitz & Fendler, "Critical Theories in Education: Changing Terrains of Knowledge and Politics", New York, Routledge

Barlow, D., Hayes, S. & Nelson, R. (19840, The Scientist Practitioner: Research and Accountability in Clinical and Educational Settings, New York, Pergamon Press.

Barnett, R. (1993), Learning to Effect, SRHE, Open University Press

<u>Barnett R.</u> (1994), *The Limits of Competence*, The Society for Research into Higher Education, Buckingham, Open University Press,

Barnett, R. (1997), Higher Education: A Critical Business, Buckingham, Open University Press

Barr, J. (1999), Liberating Knowledge, Leicester, NIACE

<u>Baskerville, R.</u> (1999), *Investigating Information Systems with Action Research*, Communications of the Association for Information Systems, V2, 19, October 1999)

Beck, U. (1992), Risk Society: towards a new modernity, London, Sage

Beer, S. (2003), Demystifying EAPs, paper presented at the 2003 ACW Conference

Behar, R. (1996), The vulnerable observer: Anthropology that breaks your heart, Boston, Beacon

Bereiter, C., & Scardamalia, M. (1993), Surpassing ourselves: Inquiry into the nature and implications of expertise, Chicago, Open Court.

Berg, D. & Smith, K. (1988), The Self in Social Enquiry: Researching Methods, London, Sage

Berger. P. & Luckmann. T. (1966) The Social Construction of Reality: A Treatise in the Sociology of Knowledge. London: Penguin.

Bergin, A., Garfield, S. & Lambert, M. (2003), Handbook of Psychotherapy and Behaviour Change, New York, Wiley

Bishop, B. & D'Rozario, P. (1990), A matter of ethics? A comments on Pryor "conflicting responsibilities", Australian Psychologist, 25(2), 315-219

<u>Bledstein, B.</u> (1976), The Culture of professionalism: the middle class and the development of higher education in America, New York, Norton

Bloom, B. (1956), Taxonomy of educational objectives [1]: the classification of educational goals, handbook 1: cognitive domain, by a committee of college and university examiners in Anderson & Krathwohl, (2001), "A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives", New York: Longman

Bloom, B. (1975), Alterable variables: the new direction in educational research, New York Longman

Blum, T., Martin, J. & Roman, P. (1992), A research note on EAP prevalence, components and utilisation, Journal of Employee Assistance Research, Vol 1, 1, 209-229

Bond, T. (1998), Standards and Ethics for Counselling in Action - 1st Edition, London, Sage

Bond, T. (2001) Standards & Ethics for Counselling in Action – 2nd Edition, London, Sage

<u>Bond, T.</u> (2004), *Ethical Guidelines for Researching Counselling and Psychotherapy*, Rugby, British Association for Counselling and Psychotherapy

Bond. T. (2005a), A missing ethic? The intricate challenges posed by psychological intimacy and psychotherapy - paper in development presented at Metanoia 13 Jan 2006

Bond, T. (2005b), A different path – History and professional ethics for counselling in the UK, paper in development presented at the Metanoia Ethics Seminar 13 Jan 2006

Bond, T. (2006), Discussion at the Metanoia Ethics Seminar, 13 Jan 2006

Bone, J and 8 others including Portwood D. (2002), Professional Doctorates - ISBN 0 952 5731 83, UK Council for Graduate Education, http://www.ukcge.ac.uk

Boor, R; Field, G & Scragg, P. (2002), The Mental health of pilots – an overview, Counselling Psychology Quarterly, 15, 3, 239-256

Borowsky, R. (Ed), (1994), Assessing Cultural Anthropology, New York, McGraw-Hill

<u>Botella, L.</u> (1999), *Personal Construct Psychology, Constructivism, and Psychotherapy Research*, Plenary talk presented at the XIIIth International Congress on Personal Construct Psychology. Berlin, Germany, July 1999

<u>Boud, D.</u> (1999), Situating academic development in professional work: using peer learning, International Journal of Academic Development, 4, 1, 3-10

Boutle, G. (2006), Non-regulation unease, Therapy Today, V17, 1, P22

Bower, P., Rowland, N. & Mellor, C. (2002), Effectiveness and cost effectiveness of counselling in primary care, Cochrane Database, CD001025

Braud, W. & Anderson, R. (1998), Transpersonal research methods for the social sciences, Thousand Oaks, CA, Sage

<u>Bredburg, E.</u> (1997), *The Passive voice of Authority*, paper presented at the AARE Conference, Brisbane, December 1997, www.aare.edu.au

Bridges, W. (1992), The Character of Organisations: Using Jungian Type in organisations, CA, Consulting Psychologists Press

Briner, R. (2003), Do EAP's work? A complex answer to a simple question, Association for Counselling at Work Journal, 29, Summer 2000

British Association for Counselling and Psychotherapy, (2001), Ethical Framework for Good Practice in Counselling and Psychotherapy, Rugby, BACP Publications

British Psychological Society, (2005), - New Code of Conduct & Ethics: Consultation Draft 2005, www.bps.org.uk

<u>Britzman, D.</u> (2000), *If the Story Cannot End: Deferred Action, Ambivalence, and Difficult Knowledge* in Simon, Rosenberg & Eppert, (Eds.) "Between Hope and Despair", Lanham, Rowman & Littlefield

Brumfit, C., Johnson, B., Ford, P., Rosamund, M., & Myles, F. (2004), The development of criticality among undergraduates: Paper 1, Symposium at BERA conference, Manchester, September 2004

Bugental, J. (1987), The Art of the Psychotherapist, New York, Norton.

<u>Bull, A.</u> (1992), Confidential counselling service: a new breed of EAP? Employee Counselling Today, 4 (2), 25-8

<u>Bull, A.</u> (1997), *Models of Counselling in Organisations*, in Carroll, M. & Walton, M. (1997), "The Handbook of Counselling in Organisations", London, Sage

Buon, T, (2004), Predicting the future, ACW Journal, 45, 10-11

<u>Burgess, H.</u> (2004), *QAA Review Procedures*, The Higher Education Academy, Social Policy and Social Work, http://www.swap.ac.uk/quality/qaareview.asp

Burwell, R & Chen, C. (2002), Applying REBT to workaholic clients, Counselling Psychology Quarterly, 15, 3, 219-228

Carr, W. & Kemmis, S. (1986), Becoming Critical: Education, knowledge and action research, Falmer, London

Carroll, M. (1996), Workplace Counselling, London, Sage

Carroll, M. (2002), Memories of the future – scenarios for counselling at work, ACW Journal, 38, 10-12

Carroll, M. (2003), The new kid on the block, Counselling & Psychotherapy Journal, 14, (10), 28-31

<u>Carroll, M.</u> (2005a), *Understanding Organisations: Unlocking the Mysteries of Organisational Life*, Specialist Seminar, Metanoia Institute, 11 November 2005

<u>Carroll, M.</u> (2005b), *Psychological Contracts with and within Organisations* in Tribe & Morrissey, (Eds.), "Handbook of Professional and Ethical Practice for Psychologists, Counsellors and Psychotherapists, Hove, Brunner-Routledge

Carroll, M. & Walton, M. (1997), The Handbook of Counselling in Organisations, London, Sage

Carson, T. & Sumura, D. (Eds.), (1997), Action research as a living practice, New York, Peter Lang

Carter, I. (1977), Social work in industry: a history and a viewpoint, Social Thought 3, 7-17

Cassidy, D. (1991), Uncertainty: The life and Science of Werner Heisenberg, New York: W. H. Freeman, 1991.

Chambers, E. (1995), Applied anthropology: A practical guide, Prospect Heights, IL, Waveland

<u>Chambers, E.</u> (2000), *Applied Ethnography* in Denzin & Lincoln, (eds.), "Handbook of Qualitative Research", London, Sage

<u>Charmaz, K.</u> (2000), *Grounded Theory: Objectivist and Constructivist Methods* in Denzin & Lincoln, (eds.), "Handbook of Qualitative Research", London, Sage

Checkland, P. (1981), Systems Thinking, Systems Practice, Chichester, Wiley

Checkland, P. & Holwell, S. (1998), Information, Systems and Information Systems: Making Sense Of the Field, Chichester, Wiley

Checkland, P. & Scholes, J. (1990), Action Research and Organisational Change, London, Harper Row

Checkland, P. & Scholes, J. (1999), Soft systems theory in action, New York, Wiley

Cheek, J. (2000), *Doing Funded Qualitative Research* in Denzin & Lincoln, (eds.), "Handbook of Qualitative Research", London, Sage

Clandinin, D. & Connelly, F. (2000), Narrative Inquiry: Experience and Story in Qualitative Research, San Francisco: Jossey Bass Publishers

Claringbull, N. (2001), Travellers Tales, unpublished MSc Thesis, University of Bristol

<u>Claringbull, N.</u> (2003), *An Informal Workshop*, in Claringbull (2004), "A fourth wave in workplace counselling – its professional specialisation?" http://www.bacp.co.uk/research/conference2004/index.html

Claringbull, N. (2004), Specialist practitioners – the next wave in workplace counselling, ACW Journal – Counselling at Work, 44, Spring, 2004

<u>Claringbull, N.</u> (2004), A fourth wave in workplace counselling – its professional specialisation? http://www.bacp.co.uk/research/conference2004/index.html

Claringbull, N. (2005), Making a Difference to Workplace Counsellor Training, BACP Research Conference, May 2005, http://www.bacp.co.uk/research/conference2005/

<u>Clarkson, P.</u> (1997), Counselling Psychology: Integration of Theory, research and Supervised Practice, London, Routledge

Clarkson, P. (1998), Beyond Schoolism, Changes, 16, 1-11

Clarkson, P. (1995), The Therapeutic Relationship – 1st Edition, London, Whurr

Clarkson, P. (2003), The Therapeutic Relationship - 2nd Edition, London, Whurr

Coghlan, D. and Brannick, D. (2004), Doing Action Research in your own Organization – 2nd Edition, London: Sage

Coles, A. (2003), Counselling In The Workplace, Milton Keynes, Open University Press

Colombo, M. (2003), Reflexivity and Narrative in Action Research: A Discursive Approach, Forum for Qualitative Social Research, V4, 2, May 2003

Colon, Y. (1996), Chatter(er)ing through the fingertips: doing therapy online; in Murphy, L & Mitchell, D., "When writing helps to heal: e-mail as therapy", Br. J. Guidance & Counselling; 1998; V26; No.1

Connor, M. (1994), Training The Counsellor - an integrative model, London, Routledge

Cooper, C. (2004), Foreword in Hughes 2004 "Counselling at Work - Anthology II", Rugby, BACP

Cooper, C. & Cartwright, S, (1994), Healthy mind: healthy organisation – a proactive approach to occupational stress, Human Relations, 47 (4), 455-471

Conquergood, D. (1998), *Health Therapy in Hmong refugee's c*amp cited in Denzin, N. & Lincoln, Y. (2000), "Handbook of Qualitative Research –2nd Edition", London, Sage

Crossley, N. (2001), The Phenomenological Habitus and its Construction, Theory & Society, 30, 81-120

Crotty, M. (1998), The foundations of Social Research: Meaning and Perspective in the Research Process, London, Sage

Culley, S. (1998), Integrative Counselling Skills in Action, London, Sage

Cullup, S. (2005), From CEPC to ACW. ACW Journal - Counselling at Work, 49, 28-29

Cutter, F. (1996), Virtual psychotherapy?; PsychNews International; www.cmhc.com

<u>Dearing R, (Chair)</u>, (1997), *National Committee of Enquiry into Higher Education*, Crown Copyright 1997 HMSO, St Clements House, 2-16 Colegate, Norwich NR3 1BQ.

<u>Debatin. B.</u>(Ed.), (1997), *Metaphor and Rational Discourse*, Berlin, Max Niemeyer Verlag GmbH & Co KG

<u>Delanty, G</u> (2001), Challenging Knowledge. The University In The Knowledge Society, Society For Research into Higher Education, Buckingham, Open University Press

<u>Dell, D.</u> (2005), *HR Outsourcing: Benefits, Challenges and Trends*, The Conference Board, www.conference-board.org/publications

De Vaus, D.A. (1993), Surveys in Social Research (3rd Edition.), London, UCL Press.

de Vries, Kets. (1991), Introduction, Organisations on the Couch, San Francisco, Jossey-Bass

<u>Denzin, N.</u> (1994), *The art & politics of interpretation* in Denzin & Lincoln, (eds.), "Handbook of Qualitative Research – 1st Edition - 1994", CA, Sage

<u>Denzin, N & Lincoln, S.</u> (1994), *Introduction: entering the field of qualitative research*, in Denzin & Lincoln, (eds.), "Handbook of Qualitative Research", CA, Sage

Denzin, N. & Lincoln, Y. (2000), Handbook of Qualitative Research -2nd Edition, CA. Sage

<u>Deverall, M.</u> (1997), *The Counselling Consultants Role in Assessing Organisations for Counselling* in Carroll, M. & Walton, M. (1997), "The Handbook of Counselling in Organisations", London, Sage

<u>Dick, B.</u> (2002), *Action research: action and research,* Available on-line at http://www.scu.edu.au/schools/gcm/ar/arp/aandr.html

Dick, B. (2005), Action learning and Action research, ftp://ftp.scu.edu.au

<u>Doherty, N.</u> (2003), *The role of mediation in cases of bullying and harassment*, Association for Counselling at Work Journal, 38, Spring 2003

Donnelly, K. (2004), A marriage of convenience? ACW Journal – Counselling at Work, 44, 2004

Draper, D. (2006), Stop Press, Therapy today, V17, 1, p33

<u>Dryden, W. & Feltham, C.</u> (1994), *Brief Counselling – a practical guide for beginning practitioners*, Buckingham, Open University Press

Dryden, W. & Thorne, B. (1991), Training and Supervision for Counselling in Action, London, Sage

<u>Duggan, C., Dhillon, S. & Bates, I.</u> (1999), *Developing postgraduate education that meets the profession*, Pharmaceutical Journal, V236, 7075, p 949

<u>Dunford, R. & Palmer, I.</u> (1996), *Metaphors in popular management discourse: The case of corporate restructuring* in Grant & Oswick, (1996), "Metaphor and Organisations", London, Sage

<u>Eastwood, P.</u> (2002), *A Framework for Professional Doctorates*, Learning Development Team, Graduate School Board, Liverpool John Moores University, http://cwis.livjm.ac.uk

<u>Employee Assistance Professionals Association - UK,</u> (2004), *EAP Providers List*, www.eapa.org.uk

Egan, G. (1994), Working the Shadow Side, San Francisco, Jossey Bass

Egan, G. & Cowan, M. (1979), People in Systems, Montery, CA., Brookes-Cole

Egan, G. (2001), The Skilled Helper – 7th Edition, London, Brookes-Cole

Elliot, R., Fischer, C. & Rennie, D. (1999), Evolving guidelines for the publication of qualitative research studies in psychology and related fields, Br. J. Clinical Psychology, 38: 215-229

<u>Elliot, B. & Hughes, C.</u> (1998), *Outcomes driven curriculum reform – reconstructing teacher work and professionalism*, paper presented at European Conference for Educational Research, Ljubljana, Slovenia, September

Elliot, M & Williams, D. (2002), A qualitative evaluation of an employee counselling service from the perspective of client, counsellor and organisation, Counselling Psychology Quarterly, 15, 2, 201-208

Ellis, C. & Bochner, A. (Eds.), (1996), Composing ethnography: Alternative forms of qualitative writing, CA, Alta-Mira

Ellis, C. & Bochner, A. (1999), Autoethnography, Personal Narrative, Reflexivity in Denzin & Lincoln, (eds.), "Handbook of Qualitative Research", London, Sage

<u>Employee Assistance Professionals Association - USA,</u> (2004), *EAP Chapters List*, www.ieaspassn.org

English, F. (1975), The three cornered contract, Transactional Analysis Journal, 5, (4): 383/4

Eraut, M. (1994), Developing professional knowledge and competence, Sussex, Falmer Press

<u>Eriksson, C</u>. (2004), *Exploring the affects of change programs on employees' emotions*, Personnel Review, 33 (1), 110-126.

Estes, C. (1993), The gift of story: A wise tale about what is enough, London, Rider

Etherington, K. (2004), Becoming a Reflexive Researcher: Using Our Selves in Research, London, Jessica Kingsley

Etherington, K. (2005), Reflexive research as ethical practice, A Pilot Presentation, Metanoia Institute, May 27th 2005

Fals Borda, O. & Rahman, M. (Eds.), (1991), Action & knowledge: Breaking the monopoly with participatory action-research, New York, Apex

<u>Fearing J.</u> (2000), Workplace Intervention: The Bottom Line on Helping Addicted Employees Become Productive Again, New York, Hazelden

<u>Feltham, C.</u> (1997), The Gains of Listening – perspectives on counselling at work, Buckinghamshire, Open University Press

<u>Fiedler, F.</u> (1950, A Comparison of Therapeutic Relationships in Psychoanalytic, Nondirective and Adlerian Therapy, Journal of Consulting Psychology, 14: 436-445.

Fitzgerald, S. (2002), Organisational Models, New York, Wiley

FOCUS Employee Assistance Programmes, (2005), Services, www.focuseap.co.uk/

Folkman, S. & Lazarus, R. (1980), An analysis of coping in a middle-aged community sample, J. Health & Social Behaviour, 21, 219-239

Forrester, J. Pitt, J. & Welsh, J. (Eds.), (1993), profiles of participatory action researcher, Ithaca, New York, Cornell University Publishing

Foucault, M. (1984), The History of Sexuality, Volume 1, Great Britain, London, Peregrine Books

<u>Fisher, H.</u> (2005), *Director of Birmingham City In-house Counselling Service*, Personal communication

Frank, A. (1995), The wounded storyteller: body, illness an ethics, Chicago, University of Chicago

Franklin, L. (2003), An Introduction to Workplace Counselling, Hampshire, Palgrave

Freire, P. (1971), The Pedagogy of the Oppressed, London, Penguin

<u>Freire, P.</u> (1988), *Creating alternative research methods: learning by doing it*, cited on page 602, Taylor, P. (1993), "The texts of Paulo Freire", Buckingham, OUP

<u>Frost, N.</u> (2001), *Professionalism, Change and the Politics of lifelong Learning*, Studies in Continuing Education, 23, 1, 5-17

Fullan, M. (2000), Change forces: The sequel, Philadelphia, Falmer Press

Galbraith, J. (1977), Organisation Design, Reading, Addison-Wesley

Ganster, D. & Murphy, L. (2000), Workplace interventions to prevent stress related illness: Lessons learned from research in Cooper & Locke, (Eds.), "Industrial and Organisational Psychology: Linking theory and practice, Oxford, Oxford U Press.

Garnett, J., Portwood, D. & Costly, C. (2004), Bridging Rhetoric and reality: Accreditation of prior experiential learning, University Vocational Awards Council, Bolton Institute of Higher Education

Garvey, B. & Alred, G. (2003), An Introduction to the Symposium on Mentoring: Issues and Prospects, B J. Guidance & Counselling, 31 (1)

Geertz, C. (1973), The Interpretation of Culture, New York, Basic Books

Geertz, C. (1973), Thick Description: Towards an interpretive theory of culture, in Geetz, (Ed) "The Interpretation of Cultures", New York, Basic Books

Gelles, P. (1998), Testimonio; ethnography and the processes of authorship, Anthropology Newsletter, April 1998, 16-17

Gergen, K. (1994), Realities and Relationships: Soundings in social construction, Cambridge MA, Harvard University Press

- Gergen, K. (2001), Social Construction in Context, London, Sage
- Gergan K. & Kaye J. (Eds.), (1992), Beyond narrative in the negotiation of therapeutic meaning in Gergan & Kaye, "Therapy as Social Construction", London Sage
- Gibbons, M., Limoges, C., Nowotney, H., Schwartzman, S., Scott, P. & Trow, M. (1994), The production of new knowledge, London, Sage
- Gitterman, A. & Miller, I. (1989), The influence of the organisation on clinical practice, Clinical Social Work Journal, 17, 2, 151-164
- Glaser, B. & Strauss, A. (1967), The Discovery of Grounded Theory, Chicago, Aldine
- Goldberg, R. & Steury, S. (2001), Depression in the workplace: costs and barriers to treatment, Psychiatric Services, 52, 1639-1643
- Goldfried, M.R. (Ed.) (1982) Converging Themes in Psychotherapy: Trends in Psychodynamic, Humanistic and Behavioural Practice, New York, Springer.
- <u>Goode, W.</u> (1969), *The theoretical limits of professionalisation* in A. Etzioni, (Ed), "The Semi-Professions and their Organisation", New York, Free Press
- Gordon, P. (1999), Face to Face: Therapy as Ethics, London, Constable
- Gottlieb, A. (2002), A Dream of Reason: A History of Philosophy from the Greeks to the Renaissance, London, Penguin
- <u>Grange, C.</u> (2005), The development of employee assistance programmes in the UK: a personal view, Association for Counselling at Work Journal Counselling at Work, 49, Summer 2005
- Grant, D. & Oswick, C. (1996), Metaphor and Organisations, London, Sage
- <u>Greenwood, A.</u> (1997), *Stress and the EAP Counsellor*, in Carroll & Walton (1997), "The Handbook of Counselling in Organisations", London, Sage
- <u>Greenwood, D. & Levin, M.</u> (2000), *Reconstructing The Relationships Between Universities And Society Through Action Research* in Denzin, N. & Lincoln, Y, (2000), Handbook of Qualitative Research –2nd Edition, London, Sage
- <u>Gubrium, J. & Holstein, J.</u> (2000), *Analysing Interpretive practice* in Denzin & Lincoln, (eds.), "Handbook of Qualitative Research", London, Sage
- Guest, G. (1998), The learning organisation, ACW Journal Counselling at Work, 20, 1998
- Guillemin, M. & Gillam, L. (2004), Ethics, reflexivity and 'ethically important moments' in research, Qualitative Inquiry, 10(2), 261-280
- Gyllensten, K., Palmer, S. & Farrants, J. (2005), Perceptions of stress interventions in finance organisations: Overcoming resistance towards counselling, Counselling Psychology Quarterly, 18(1), 19-29
- Habermas, J. (1987), Knowledge and human interest translator J. Shapiro, Oxford, Polity Press
- <u>Habermas, J.</u> (1974), *Rationalism divided into two* in Giddens "Positivism & Sociology, Adershot, Gower
- Hampden-Turner, C. (1994), Corporate Culture, London, Piatkus

<u>Handy, C.</u> (2004: revised edition due 2004, 1988), *The New, Completely Revised Understanding Organisations (Penguin Business)*, London, Penguin

Handy, C. (1995), Gods of Management: The Changing Work of Organisations, Edinburgh, Arrow

Handy, C. B. (1993), Understanding Organisations, London, Penguin

<u>Hanlon, G.</u> (1998), *Professionalism as enterprise: service class politics and the redefinition of professionalism*, Sociology, 3 (1), 43-63

Hart, E. & Bond, M. (1995), Action research for health and social care: A guide to good practice, Buckingham, OUP

Hawkins, P. & Shohet, R. (2000), Supervision In the Helping Professions, Milton, Keynes, OUP

Hay, J. (1992), Transactional Analysis for Trainers, London, McGraw-Hill

<u>Health Professions Council</u>, (2004), Open Letter to the Psychotherapy and Counselling Professions, reported by Ipnosis March 2005, www.Ipnosis.postle.net

<u>Henderson, M., Hotopf, S. & Wessely, S.</u> (2003), *Workplace Counselling*, Occupational and environmental Medicine, 60, 899-900

Henderson, M. & McLeod, J. (2003), Does workplace counselling work? British Journal of Psychiatry, 182: 103-104

Heron, J. (1996), Co-operative Enquiry: Research into the Human Condition, London, Sage

Hertz, R. (Ed.), (1997), Reflexivity and Voice, Thousand Oaks CA, Sage

Hill, C. & Lambert, M. (2004), *Methodological Issues in Studying psychotherapy Processes and Outcomes* in Lambert, 2004, "Bergin and Garfield's Handbook of Psychotherapy and Behaviour Change" (5th ed, pp. 139-193.). New York: Wiley.

<u>Hing Tham, P.</u> (1998), Employee counselling programs in the Malaysian workplace, Doctoral Dissertation, St. Clement University, British West Indies

<u>Holloway, E.</u> (1999), *A framework for supervision training*, in Holloway & Carroll, (Eds.), "Training Counselling Supervisors", London, Sage

Hooper, D. (1993), Foreword in Bond, (1998) "Standards & Ethics for Counselling in Action", London, Sage

<u>Hopkins, R.</u> (2005), *From little oaks mighty acoms grow*, Association for Counselling at Work Journal, 49, Summer 2005

Hoshmand, L. (1999), Locating the Qualitative Research Genre, in "Using Qualitative Methods in Psychology, (1999), Kopala & Suzuki, London, Sage

Hoshmand, L. & O'Byrne, K. (1996), Reconsidering action research as a guiding metaphor for professional psychology, J. Community Psychology, 24, 1-16

House, R. (2005), Meeting to Present the Department of Health Report on the Initial Mapping Project for Psychotherapy and Counselling, 18 November 2005, London Voluntary Sector Resources Centre, 356 Holloway Road, London N7, Ipnosis, 24 November, 2005

<u>House, R.</u> (2001), *The statutory regulation of psychotherapy: still time to think again...*, The Psychotherapist, 17, 12-17

Huges. C. (1999), Review Symposium, Br J. Sociology of Education, Vol. 20, No. 1, 1999

<u>Hughes, J.</u> (2004), Bringing Emotion to Work: Emotional Intelligence, Employee Resistance, and the Reinvention of Character, Working Paper no. 44, University of Leicester

Hughes, R. (Ed.), (2004), An Anthology of Counselling at Work II, ACW, Rugby

Hughes, R. & Jenkins, P. (2003), Legal perspectives, ACW Journal, 46, 2004

<u>Husserl, E.</u> (1970), *The Crisis of European and Transcendental Phenomenology*, Northwestern University Press

ICAS Independent Counselling & Advisory Services, (2004), Healthy people mean healthy business, ICAS Briefing, September 2004, http://www.icasgroup.com/Publications

<u>Inglis, F.</u> (1989), *Managerialism and morality* in Carr, (Ed), "Quality in teaching: arguments for a reflective profession", Lewes, Falmer Press

Inns, D. & Jones, P. (1996), Metaphor in organisational theory: following in the footsteps of the poet in Grant & Oswick, (1996), "Metaphor and Organisations", London, Sage

<u>Jamieson, A.</u> (2004), *ACW Conference 2004 – keynote speech*, ACW Journal – Counselling at Work, 45, 2-5

<u>Janesick, V.</u> (2000), *The Choreography of Qualitative Research Design* in Denzin, N. & Lincoln, Y, (2000), Handbook of Qualitative Research –2nd Edition, London, Sage

Jantsch, E. (1973), Technological Planning and Social Features, London, Cassell

<u>Jary, D. & Parker, M. (Eds.),</u> (1998), *The New higher Education: issues and directions for the post-Dearing university*, Stoke-on-Trent, Staffordshire University Press

<u>Jenkins, G., Bozarth, J. & Bryant-Jefferies, R.</u> (2003), *Time-Limited Therapy in Primary Care: A Person-Centred Dialogue*, (Living Therapy Series), Oxford, Radcliffe Medical Press

<u>Johnson, T.</u> (1984), *Professionalism: Occupation or ideology*, in Goodlad, (Ed.) "Education fro the Professions: Quis custiodet", SRHE & NFER, London, Nelson

<u>Johnson, B., Mitchell, R., Ford, P. & Myles, F.</u> (2003a), *Critical thinking, Undergraduates and Intellectual Resources, British Educational Research Conference, September 2003*

Johnson, B., Ford, P., Mitchell, R., Brumfit, C. & Myles, F. (2003b), The Contribution of Social Work to Student Critical Development, British Educational Research Conference, Manchester, 2004

Jonassen, D., Beissner, K. & Yacci, M. (1993), Structural Knowledge: Technique for Representing, Conveying and Acquiring Structural Knowledge, New York, Erlbaum Associates

Jones, C. (2006), self-regulation the way forward, Therapy Today, V17, 1, P22

Jonsen, A. (1999), A short history of medical ethics, New York, OUP

Josselson, R. (1996), Narrative Study of Lives: Ethics and Process, Thousand Oaks, CA, Sage

Jung, C. (1948), Collected works - Volume 9 Part II, Princeton, Princeton University Press

Karasek, R & Theorell, T. (1990), Healthy Work, Stress, Productivity and the Reconstruction of Working Life, New York, Basic Books,

<u>Karasu, T.</u> (1986), *The specificity against non-specificity dilemma: towards identifying therapeutic change agents*. Am. J. Psychiatry.143.687-95

<u>Kemmis, S. & McTaggart, R.</u> (2000), *Participatory Action Research* in Denzin, N. & Lincoln, Y, (2000), Handbook of Qualitative Research –2nd Edition, London, Sage

<u>Kemmis, S. & McTaggart, R.</u> (1988), *The action research planner – 3rd Edition*, Geelong Australia, Deakin University Press

<u>Kendall. P., Holmbeck, G. & Verdun, T.</u> (2004), *Methodology, design and Evaluation in Psychotherapy Research* in Lambert, (Ed.), 2004, "Bergin and Garfield's Handbook of Psychotherapy and Behaviour Change" (5th ed, pp. 139-193.), New York: Wiley.

Kerr, E. (1984), Education for the Professions: The Developing Role of the Public Sector of UK Higher Education in Eraut, M. (1994), "Developing professional knowledge and competence", Sussex, Falmer Press

<u>Kincheloe, J. & McLaren, P.</u> (2000), *Rethinking critical theory and qualitative research* in Denzin & Lincoln, (eds.), "Handbook of Qualitative Research", London, Sage

Kinder, A. (2003a), Stress in court, ACW Journal-Counselling at Work, 43, 2003

<u>Kinder, A.</u> (2003b), *Adding value to workplace counselling*, presentation at the ACW Annual Conference, 2003

<u>Kinder, A.</u> (2005), *Workplace counselling – a poor cousin?* Counselling & Psychotherapy Journal, March 2005

Kinder, A. & Park, R. (2004), From welfare to workplace counselling, ACW Journal, 44, 2004

<u>Krathwohl, D., Bloom, S. & Masia, B.</u> (1964), *Taxonomy of educational objectives: Handbook II:* Affective Domain, New York, McKay

<u>Krippendorff, K.</u> (2004), "Content Analysis: An Introduction to Its Methodology- 2nd Edition, Thousand Oaks, CA: Sage, 2004.

<u>Ladson-Billings, G.</u> (2000), *Racialised Discourses and Ethic Epistemologies* in Denzin, N. & Lincoln, Y. (2000), "Handbook of Qualitative Research –2nd Edition", London, Sage

<u>Lambert, M., Bergin A. & Collins, J.</u> (1977), *Therapist induced deterioration in psychotherapy*, in Gurman & Razzi, (Eds.). "Effective psychotherapy: a handbook for research", New Your, Pergamon

<u>Lambert, M. J., & Ogles, B. M.</u> (2004), *The efficacy and effectiveness of psychotherapy*, in Lambert, 2004, "Bergin and Garfield's Handbook of Psychotherapy and Behaviour Change" (5th ed, pp. 139-193.). New York: Wiley.

<u>Lammers, W.</u> (1999), *Training in group and team supervision*, in Holloway & Carroll, "Training Counselling Supervisors", 1999, London, Sage

<u>Landry, R., Amara, N. & Laamary, M.</u> (1998), *Utilisation of Social Research in Canada*, Department of Political Science, Laval University, Quebec

Lane, D. (1990), Counselling psychology in organisations, The Psychologist, 12, 540-544

<u>Lang, I.</u> (2003), *Ethical Governance as a resource and an obstacle*, Economic and Social Research Council National Centre for Research methods, www.ncrm.ac.uk

<u>Lash, S.</u> (1994), *Reflexivity and its doubles: students, aesthetics, community* in Beck, Giddens & Lash, "Reflexive Modernization), Cambridge, Polity Press

Lash, S & Urry, J. (1994), Economies of Signs and Space, Sage, London

<u>Layard, R.</u> (2005). "Therapy for all on the NHS", Sainsbury Centre for Mental Health Lecture, 12 September 2005

<u>Lee, A.</u> (1999), Organisational knowledge, professional practice and the professional doctorate, paper presented at Symposium "Professional doctorates in New Times for the Australian University", AARE, Brisbane, December 1997

<u>Lee, S & Rosen, E.</u> (1984), *Employee counselling services: ethical dilemmas*, Personnel and Guidance Journal, January, 276-280

<u>Leegwater, M. and 21 others,</u> (2002), *Towards shared descriptors for Bachelors and masters*, Zentrale Evaluations und Akkreditierungsagentur, Hanover

<u>Lees, J.</u> (2004), *Eclecticism and integration within workplace counselling*, Association for Counselling at Work Journal – Counselling at Work, 46, Autumn 2004

Lewin, K. (1947), Resolving social conflicts, New York, Harper & Row

Lincoln, Y. & Guba, E. (1985), Naturalistic inquiry, CA, Sage

<u>Lunt, I.</u> (2002), *Professional doctorates in education*, paper for The Higher Education Academy, www.escalate.ac.uk

Lynch, G. (1996), What Is Truth, Counselling, May 1996, 144-147

Lyotard, J. (1984), The Postmodern Condition, Manchester, U. Manchester Press

MacIsaac, D. (1995), An Introduction to Action Research," www.phy.nau.edu/~danmac/

Macwhinnie, L. (1998), Employees' connection to the corporate soul, Association for Counselling at Work Journal, 23, Spring 1998.

Mahoney, M.J., Norcross, J.C., Prochaska, J.O. and Missar, C.D. (1999), Psychological Development and Optimal Psychotherapy: Converging Perspectives among Clinical Psychologists, Journal of Integrative and Eclectic Psychotherapy, 8, 251-263.

Main, L. (2006), The Future of mental Health: a Vision for 2015, Policy Paper, Sainsbury Centre for Mental Health, www.scmh.org.uk

Malinowski, B. (1967), A diary in the strict sense of the term, New York, Harcourt, Brace & World

Mann, S. (2004), 'People-work': emotion management, stress and coping, Br. J. of Guidance & Counselling, 32, 2

Mares, I. (2003), The Politics of Social Risk, Cambridge, University Press

Mayor, S. (2001), Review confirms workplace counselling reduces stress, B. Medical J, March 17, 2001

Mays, D. & Franks, C. (1985), Negative outcomes in psychotherapy and what to do about it, New York, Springer

McEwan, L. (2005), Postgraduate taught courses development in geography and environmental science: an initial assessment of drivers, Planet 14, www.gees.ac.uk/pubs/planet

McGill, I & Beaty, L. (1996), Real Problems in Real Life, Management Skills & Development, September 1996

McGrath, G. (1994), Ethics, boundaries and contracts: applying moral principles, Transactional Analysis Journal, 24(1), 6-14)

McLean, A. & Marshall, J. (1988), Cultures at Work, Luton, LGTB

McLean, A., Ellis, W., Lipsitch, I. & Moss, L. (1985), Contemporary Occupational Psychiatry in Klarreich et al (Eds.), "The Human Resources Handbook", New York, Praeger, 129-143

McLeod, J. (1994), Doing Counselling Research, London, Sage

McLeod, J. (2001), Qualitative Research in Counselling and Psychotherapy, London, Sage

McLeod, J. (2001), Counselling in the Workplace: The Facts, Rugby, BACP

McLeod, J. (2005), Re: Workplace Counselling Research, Personal Communication

McNiff, J. (2001), Action research: Principles and Practice – 2nd Edition, London Routledge

McTaggart, R. (1999), Reflections on the purposes of research, action and scholarship, Systemic Practice and Action Research, 12 (5)

Meehan, S. (2002), The culture of CALM at work, ACW Journal - Counselling at Work, 37, Summer 2002

Merriam, S. (Ed), (2001), The New Update on Adult Learning Theory, Special Issue, New Directions for Adult and Continuing Education, Issue 89

Mesler, R. & Capabianco, M. (2001), Psychosocial factors associated with job stress, Stress News, October 2001, V13, 4,

Micholt, N. (1992), Psychological Distance & Group Interventions, Transactional Analysis Journal, 22

Millar, A. (2002), Beyond resolution of presenting issues: clients' experiences of an in-house police counseling service, Counselling & Psychotherapy Research, 2,159-166

Millar, A. (2004), One head, many hats, ACW Journal - Counselling at Work, 44, 2-4

Miller, C. & Partlett, M. (1974), Up to the Mark: A study of the Examination Game, London, SRHE

Morgan, G. (1998), Images of Organisation, New York, Berrett-Koeller

Moustakas, C. (1990), Heuristic Research, London, Sage

Moustakas, C. (1994), Phenomenological Research Methods, Thousand Oaks, CA, Sage

- Munn-Giddings, C., Hart, C. & Ramon, S. (2005), A participatory approach to the promotion of well-being in the workplace: Lessons from empirical research International Review of Psychiatry, October 2005, 17(5), 409-417
- Naidoo, R. (2000), The 'Third Way' to widening participation and maintaining quality in higher education: lessons from the United Kingdom, Journal of Educational Enquiry, V1, 2
- Neave, G. (2002), The stakeholder perspective historically explored. In: Enders, J. and Fulton, O. (eds.), "Higher education in a globalising world: International trends and mutual observations". pp. 17-37.
- Nebel, B. (1989), A Knowledge level Analysis of belief revision in the proceedings of the First International Conference on Principles of Knowledge representation, 301-311
- Nelson Jones, R. (1995), The Theory and Practice of Counselling 2nd Edition, London, Cassell
- Nelson-Jones, R. (2000), Introduction to Counselling Skills, London, Sage
- Newman, J. (1899), The Idea of a University, republished 1996, Boston, Yale University Press
- Neuendorf, K. (2001), The Content Analysis Guidebook, California, Sage
- Nixon, J. & Ranson, S. (1997), Theorising 'Agreement': the moral basis of the emergent professionalism within the 'new' management of education, Discourse, 18, 2, 197-214
- Nixon, J., Martin, J., McKeown, P. & Ranson, S. (1997a), Towards a Learning profession: changing codes of occupational practice within the new management of education, Br. J. of Sociology of Education, 18, 1, 5-28
- Nixon, J., Martin, J., McKeown, P. & Ranson, S. (1997b), Encouraging Learning: Towards a theory of the learning school, Buckingham, Open University Press
- Noffke, S. (1995), Action Research and Democratic Schooling: Problematics and Potential in Noffke & Stevenson "Educational Action Research: Becoming Practically Critical, New York, Teachers College Press
- Norcross, M. (1986), Handbook of Eclectic Psychotherapy, New York, Brunner/Mazek
- Norcross, M. and Grencavage, L. (1989), Eclecticism and Integration in Counselling and Psychotherapy: Major Themes and Obstacles, *British Journal of Guidance and Counselling*, 17 (3):
- Norcross, J.C. and Newman, C.F. (1992), Psychotherapy Integration: Setting the Context. In J.C. Norcross and M.R. Goldfried (Eds.) Handbook of Psychotherapy Integration, NY, Basic Books
- North, S-J. (1996), Stressbusters, Community Care, October 1996, 20-21
- Nowotny, H., Scott, P. & Gibbons, M. (2001), Re-Thinking Science and the Public in an Age of Uncertainty, London, Polity Press
- <u>Nuttall, J.</u> (2003), *Modes of Interpersonal Relationship in Management Organis*ations, J. Change Management, 5, 3.
- Nuttall, J. (2001), Psychodynamics and intersubjectivity in management organisations, J. Change Management, 1, 3
- Oberer, D. & Lee, S. (1986), The counselling psychologist in business and industry: ethical concerns, J of Business and Psychology, 1(2), 148-162

- Oher, J. (1999), The Employee Assistance Handbook, New York, Wiley
- Olsen, V. (2000), Feminisms and Qualitative Research at and into the Millennium in Denzin, N. & Lincoln, Y. (2000), "Handbook of Qualitative Research –2nd Edition", London, Sage
- O'Neil, J., Small, B. & Strachan. J. (1999), The Use Of Focus Groups Within A Participatory Research Environment in Kopala & Suzuki, (Eds.), "Using Qualitative Methodology", (1999), California, Sage
- Orlans, V. (2003), Counselling Psychology in the Workplace in Woolfe & Dryden, (Eds.) "Handbook of Counselling Psychology 2nd Edition", London, Sage
- Orlans, V. (1990), Stress at Work: is "Counselling" Enough, Counselling News for Managers, September 1990, 10-13
- Orlans, V. & Edwards, E. (2001), Counselling the organisation, Association for Counselling at Work Journal, 33, Summer 2001
- Orner, R. & Schnyder, U. (Eds), (2003), Reconstructing Early Interventions after Trauma: Innovations in the care of trauma survivors, Oxford, OUP
- Ortner, S. (1984), *Theory in anthropology since the sixties*, Comparative Studies in Society and History, 26, 126-166
- Ouchi, W. (1981), Theory Z, Reading, Addison-Wesley
- <u>Paavola, S., Lipponen, L. & Hakkarainen, K.</u> (2002), *Epistemological Foundations for CSCL: A Comparison of Three Models of Innovative Knowledge Communities*, Centre for Research on Networked Learning and Knowledge Building, Department of Psychology, University of Helsinki
- Page, S. & Wosket, V., (2001), Supervising the Counsellor a cyclical model, London, Routledge
- <u>Palin, M.</u> (1999), Communication, media and cameras, Association for Counselling at Work Journal, 26, Autumn 1999
- Palmer, I. & Hardy, C. (2000), Thinking about Management, London, Sage
- Papworth M, (1967), Human guinea pigs, London, Routledge
- <u>Parsons, T.</u> (1968), *Professions* in D. Sills, (Ed), "International Encyclopaedia of the Social Sciences", New York, Macmillan
- Patterson, T. (1999), Change and Development in the Twentieth Century, New York, Berg
- Patton, M. (2001) Qualitative Research and Evaluation Methods, Newbury Park: Sage
- Peat, J., Mellis, C., Williams, K. & Xuan W. (2002), Health Science Research: A Handbook of Quantitative Methods, London: Sage.
- <u>Pedlar, M., Burgoyne, J, & Boydell, T.</u> (2003), *A Managers Guide to Self-development*, London, McGraw Hill
- <u>Peters, T.</u> (1992), *Liberation Management, necessary disorganisation for the Nanosecond Nineties*, London, BCA

- ers, M & Roberts, P. (2000), Universities, Futurology and Globalisation, Discourse, 21 (2), 125-
- ers, T. & Waterman, R. (1988), In Search of Excellence, New York, Harper Row
- <u>lips, D.</u> (2002), Facilitating Corporate Solutions: Activities to Teach Soft Skills, New York, klocker.com
- <u>der, C. & Bourgeois, W.</u> (1982), Controlling tropes in administrative science, Administrative ence Quarterly, 27, 641-652
- <u>eathley, J.</u> (1999), *Building partnerships through communication*, Association for Counselling at 'k Journal, 25, Summer 1999
- nton, C. (2003), A life coach in two days?, Counselling & Psychotherapy Journal, V14, 10, ember 2003, Rugby, BACP
- nerol, J-C., Brezillan, P. & Pasquier, L. (2002), Knowledge Representation for Practical ision Making, LIP6, Case 169, University of Paris
- terotto, J. & Grieger, I. (1999), Merging Qualitative and Quantitative Perspectives and Identity opala & Susuki, "Using Qualitative Methods in Psychology, London, Sage
- per, K. (1972), Objective Knowledge, Oxford, OUP
- twood, D. (1996), The Future of Work Based Learning in Higher Education, Dfee Higher cation Quality & Employability, Network News, November 1996, www.dfes.gov.uk
- twood, D. (2005), *Personal* Comments, Seminar on the Specialist Units Metanoia Doctoral gramme, 10 Feb 2005
- per, K., van der Beek, A., Hildebrandt, V. Twisk, J. & van Mechelen, W. (2003), Worksite health motion using individual counselling and the effectiveness on sick leave; results of a randomised trol trial, Occupational and Environmental Medicine, 61, 275-279
- A-Quality Assurance Agency for Higher Education, (2001), The framework for higher education lifications in England, Wales and Northern Ireland, http://www.qaa.ac.uk
- A Quality Assurance Agency for Higher Education, (2000), Social Policy and Administration Social Work, Benchmark Statement, Gloucester, QAA
- cke, J. (1997), Reflexivity, Community and Education for the Learning Society, Curriculum dies, 5, 2.
- lin, J. (2000), Work-based Learning: The New Frontier of Management Development (Series Organization Development), New York, Addison-Wesley
- son, P. & Bradbury, H. (Eds), (2000), Handbook of Action Research, London, Sage
- son, P. & Bradbury H. (2001), Handbook of action research: Participatory inquiry and practice, don, Sage
- son, P. & Bradbury, H. (Eds), (2005), The Abridged Handbook of Action Research, London, e
- son, P. & Rowan, J. (Eds), (1981), Human Inquiry: A Sourcebook of New Paradigm Research, chester, Wiley

- <u>leddy, M.</u> (1993), *The counselling firmament: a short rip around the galaxy*, Counselling, 4(1), 47-0
- Reddy, M. (1997), External Counselling Provision for Organisations in Carroll & Walton (1997), The Handbook of Counselling in Organisations", London, Sage
- Reddy, M. (1987), The Manager's Guide to Counselling at Work, London, Methuen
- Redman, J. (1995), Counselling Your Staff, London, Kogan Page
- Reissman, C. (2002), Qualitative Studies in Social Work, Thousand Oaks, CA, Sage
- Revans, R.W. (1971), Developing Effective Managers, London, Blond and Briggs
- Revans, R.W. (1974), Action Learning, London, Blond and Briggs
- Revans, R.W. (1996), The Theory of Practice in Management, London, Macdonald
- Reynolds, M. (1994), Democracy in Higher Education, unpublished doctoral dissertation, Cornell Iniversity
- Richardson, E. (2003), Birth of the Ethical Attitude in a Clinical Setting in McFarland Solomon & Twyman, (Eds.), "The Ethical Attitude in Analytic practice", London, Free Association Books
- Richardson, L. (2000), *Writing A Method of enquiry* in Denzin, N. & Lincoln, Y, (2000), Handbook of Qualitative Research –2nd Edition, London, Sage
- Richardson, L. (1998), The politics of location: Where am I now? Qualitative Enquiry, (4), 41-48
- Richardson, L. (1994), *Writing a Method of Enquiry* in Denzin, N. & Lincoln, Y, (1994), Handbook of Qualitative Research 1st Edition, London, Sage
- Riffe, D., Lacy, D & Fico, F. (2005), Analyzing Media Messages: Using Quantitative Content Analysis in Research 2nd Edition, Mahwah, NJ: Lawrence Erlbaum
- Roberts, J. (2004), The Modern Firm: Organisational Design for Performance and Growth Clarendon Lectures, Oxford, University Press
- Rogers. A. (2005), Regulation Reality, Therapy Today, V16, 10, p29
- Rorty, R. (1991), Objectivity, Relativism, and Truth, Cambridge, C. U. Press
- Rorty, R. (1992), Philosophy and the Mirror of Nature, Boston, Princeton University Press
- Rosaldo, R. (1989), Culture and Truth: The remaking of social analysis, Boston, Beacon
- Rose, E. (1992), The werald, Boulder CO, Waiting Room
- Rose, W. (2001), Exploring the shadow of an organisation, ACW Journal Counselling at Work, 15, 2001
- Rowland, S. (1999), The Role of Theory in a Pedagogical Model for Lecturers in Higher Education, Studies in Higher Education, 23, 3, 303-314
- Rueschemeyer, D. (1983), *Professional autonomy and the social control of expertise* in Dingwall & ewis, (Eds) "The Sociology of the Professions: Lawyers, doctors and others", London, Macmillan

- <u>yan, R.</u> (1998), *Management role for counselling skills*, Association for Counselling at Work purnal, 20, Spring 1998
- <u>yan, G. & Bernard, H.</u> (2000), *Data Analysis and Management Methods*, in Denzin, N. & Lincoln, . (2000), "Handbook of Qualitative Research –2nd Edition", London, Sage
- yan, K., & Destefano, L. (2000), Evaluation in a democratic society: Deliberation, dialogue and oclusion, San Francisco, Jossey-Bass
- tyle, G. (1949), The Concept of Mind, London Hutchinson
- achs, J. (2000), The Activist Professional, Journal of Educational Change, 1, (1)
- schein, E. (1988), Organisational Psychology, New Jersey, Prentice-Hall
- schon, D. (1983), The Reflective Practitioner, New York, Basic Books
- chon, D. (1987), Educating the Reflective Practitioner: Toward a New Design for Teaching and earning in the Professions, San Francisco: Jossey-Bass
- schmidt, P. (2000), Bringing humanity to the workplace, Association for Counselling at Work ournal Counselling at Work, 29, Spring, 2000
- Schwartz, H. (1990) Narcissistic Process and Corporate Decay, New York University Press
- Schwenk, E. (2003), Reintegration or exit with dignity, ACW Journal Counselling at Work, Issue 0, Spring 2003
- Scott, P. (1995), The Meanings of Higher Education, The Society for Research into Higher Education, Buckingham, Open University Press
- Scott, P. (2000), The crisis of knowledge and the massification of higher education in Barnett & Briffin, (Eds), "The End of Knowledge in Higher Education", London, Cassell
- Scott, D., Lunt, I., Brown, A. & Thorne, L. (2004), Professional Doctorates integrating professional and academic knowledge, Milton Keynes, OUP
- Sennet, R. (1980), Authority, New York, Vintage Books
- Shapiro, D.A., & Shapiro, D. (1982), Meta-analysis of comparative therapy outcome studies: A eplication and refinement, Psychological Bulletin, 92, 581-604.
- Shapiro, D. A., Barkham, M., Rees, A. Hardy, G. E., Reynolds, S., & Startup, M. (1994), Effects of reatment duration and severity of depression on the effectiveness of cognitive/behavioural and sychodynamic/interpersonal psychotherapy, Journal of Consulting and Clinical Psychology, 62, 22-534.
- Shea, C. & Bond, T. (1997), Ethical Issues for Counselling in Organisations in Carroll, M. & Walton, M. (1997), "The Handbook of Counselling in Organisations", London, Sage
- Sheehy, N. & Gallaher, T. (1996), Can Virtual Organizations be made real? The Psychologist, pril, pp 159-162
- Sheppard, M., Newstead, S., D Caccavo, A. & Ryan, K. (2000), Reflexivity and the Development of Process knowledge in Social work: A classification and Empirical study, Br J Social Work, (30), 65-488

- cora, P., Beaty, D. & Forward, J. (2004), Updating Theory on Organizational Stress: the ynchronous Multiple Overlapping Change (AMOC) Model of Workplace Stress, Human source Development Review, Vol. 3, No. 1, 3-35
- vester, A. (2003), Counselling provision for staff in the National Health Service in England: a vey of patterns of provision, Counselling & Psychotherapy Research, 3 (1), 61-64
- elton, A. (1999), Review Symposium, Br J. Sociology of Education, Vol. 20, No. 1, 1999
- <u>nith, R.</u> (1999), *Higher Education: Reading the Words*, Paper presented at the British ucational Research Association, September 1999
- nith, P. & Peters, J. (1997), Action Learning: Worth A Closer Look, Ivey Business Quarterly, Ivey siness school, Western University, Canada, Sept 1997
- nnenstuhl. W. & Trice, H. (1995), Strategies For Employee Assistance Programs: The Crucial lance, New York, ILR Press
- <u>ears, L.</u> (2002), On Character and Servant-Leadership: Ten Characteristics of Effective, Caring aders, www.greanleaf.org
- <u>leedy, J. (2000)</u>, The storied helper: An introduction to narrative ideas in counselling and ychotherapy, European Journal of Psychotherapy, Counselling and Health, 3, (3): 361-375
- <u>eedy, J.</u> (2005), *Living a more peopled life: definitional ceremony as inquiry into psychotherapy tcomes*, Metanoia Specialist Seminar, Jan 14 2005 contactable at <u>jane.speedy@bristol.ac.uk</u>
- <u>sinelli, E.</u> (2004), *Tuming the obvious into the problematic: the challenge of phenomenological* search, Metanoia Specialist Seminar, 5/5/04
- <u>vinelli. E.</u> (2005), *The Interpreted World: An Introduction to Phenomenological Psychology*, ndon, Sage
- eele, D. & Trice, H. (1995), A history of job based alcohol programmes: 1972-1980, Journal of ug Issues, 398
- eier, F. (1991), Research and reflexivity, Newbury Park CA, Sage
- ern, D. (1998), Not misusing empathy, Contemporary Psychoanalysis, 24 (4): 598-611
- les, W. (1993), Quality control in qualitative research, Clinical Psychology Review, 13: 593-618
- okes, P. (2003), Exploring the relationship between mentoring and counselling, Br J. Guidance & bunselling, V31, (1)
- rauss, A. & Corbin, J. (1990), Basics of Qualitative Research: Grounded Theory Procedures and Inchniques, London, Sage
- ringer, E. (1996), Action research: A handbook for practitioners, London, Sage
- ronach, I., Garratt, D., Pearce, C. & Piper, H. (2005), Reflexivity, The Picturing Of Selves, The orging Of Method, Education and Social Research Institute, Manchester Metropolitan University, ww.joe.mmu.ac.uk/research
- garman, L, (1992), Ethical issues in counselling at work, Employee Counselling Today, 4(4), 23-

- <u>Summerfield, J & van Oudtshoorn, L. (1995), Counselling In The Workplace, London, Chartered Institute of Personnel and Development</u>
- Summerfield, J. & van Oudtshoorn, L. (2000), Counselling in the workplace, London, CIPD
- <u>Summers, A.</u> (2004), Does time-limited counselling make a substantial clinical difference to employee well-being? Paper presented at the British Association for Counselling and Psychotherapy 10th International Research Conference
- Swanson, N. & Murphy, L. (1991), *Mental health counselling in industry* in Cooper & Robertson "International Review of Industrial and Organisational Psychology, Chichester, Wiley
- Taylor, P. (1993), The texts of Paulo Freire, Buckingham, OUP
- <u>Tedlock, B.</u> (2000), *Ethnography and Ethnographic Representation* in Denzin & Lincoln, 2000, "Handbook of Qualitative Research 2nd Edition", CA, Sage
- <u>Teherani, N.</u> (1995), *The development of employee support*, Counselling Psychology Review, 10 (3), 2-7
- <u>Teherani, N.</u> (1997), *Internal Counselling Provision for Organisations* in Carroll, M. & Walton, M. (1997), "The Handbook of Counselling in Organisations", London, Sage
- <u>Teijlingen, E. & Hundley, V.</u> (2001), *The importance of Pilot Studies*, Social Research Update, 35, Winter 2001, Department o Sociology, University of Surrey
- <u>Tierney, W,</u> (2000), *Undaunted Courage: Life History and the Postmodern Challenge* in Denzin & Lincoln, 2000, "Handbook of Qualitative Research 2nd Edition", CA, Sage
- <u>Tierney, W. & Lincoln, Y.</u> (Eds.), (1997), *Representation and the text: Reframing the narrative voice*, Albany, University of New York Press
- <u>Tompkins, J.</u> (1993), *Me and my shadow* in Freedman et al, (Eds) "The intimate critique; Autobiographical literary criticism" Durham NC, Duke University Press
- <u>Toulmin, S. & Gustavsen, B.</u> (1996), *Beyond Theory: Changing organisations through participation*, Amsterdam, Benjamins
- <u>Towler, J.</u> (1997), *Managing the Counselling process in Organisations* in Carroll, M. & Walton, M. (1997), "The Handbook of Counselling in Organisations", London, Sage
- Towler, J. (2002), Supervision + Organisation =?, ACW Journal Counselling at Work, 37, 2002
- <u>Trist, E.</u> (1976), *Engaging with Large-scale systems* in Clark, A. (Ed), "Experimenting with Organisational Life: The Action Research Approach", New York, Plenum
- Trompenaars, F. (1993), Riding the Waves of Culture, London, Nicholas Brierly
- <u>Tsoukas, H.</u> (1991a), *The Missing Link: A Transformational View of Metaphors in Organisational Science*, Academy of ManagementV.16 (pt.3), pp.566-85
- <u>Tsoukas, H.</u> (1991b), *Analogical reasoning and knowledge generation in organisational theory*, Organisational Studies, 14, 323-346
- <u>Tsui, M.</u> (2005), From Supervision to Organisational Learning: Integrating Supervision, Mentorship, Consultation and Coaching, paper presented to the Australian Counselling and Supervision Conference, Queensland University of Technology, February 2005, Brisbane, Australia

- Tudor, K. (1997), A complexity of contracts in Sills, (Ed), "Contracts in Counselling", London, Sage
- Turner, A. (2005), EAP beginner's guide, ACW Journal Counselling at Work, 49, Summer 2005
- <u>UKCHE (UK Council For Higher Education)</u>, (2002), *Report on Professional Doctorates*, Dudley, UKHCE
- <u>University of Central Lancashire</u> (2004), *Staff counselling service Annual Report for 2004*, http://www.uclan.ac.uk/other/hr/content/staff coun/reportfor2004.doc.
- <u>University of Hull</u> (2002), *Counselling Service -Annual report for 2001/2*, http://www.hull.ac.uk/counselling/Reports/Anl%20Rprt2001-2.pdf
- <u>Usher, R., Bryant I. & Johnston R.</u> (1997), *Adult Education and the Post-modern Challenge:* learning Beyond the Limits, London Routledge
- Van der Klink, J., Blank, R. & Schene, A. (2001), The benefits of interventions fro work-realted stress, Am J Public Health, 91, 270-276
- <u>Verbeek, J.</u> (2004), *The evidence for workplace counselling is in Medline*, Occupational and Environmental Medicine, 61, 558-559
- Wadsworth, Y. (1998), What is Participatory Action Research? Action Research International, Paper 2. available on-line: http://www.scu.edu.au/schools/gcm/ar/ari/p-vwadsworth98.html
- Waghid, Y. (2001), Transforming university teaching and learning through reflexive praxis, South African Journal of Higher Education, v15, (1)
- Wainwright, D. & Calnan, M. (2002), Work Stress: The Making of a Modern Epidemic. Buckingham: Open University Press
- Walker, M. (1993), Guest editorial: Participatory action research, Rehabilitation Counselling Bulletin, 37, 2-5
- Walker, M. (2001a), Higher education, critical professionalism and educational action research, Debates in Higher Education, UCL, London, www.ucl.ac.uk/cishe/seminars/
- Walker, M. (Ed.), (2001b), Reconstructing professionalism in University Teaching, Buckingham, Open University Press
- Wallace, M. (2000), Action research for language teachers. New York, CU Press
- Walton, L. (2003), Exploration of the attitudes of employees towards the provision of counselling within a profit-making organisation. Counselling & Psychotherapy Research, 3 (1), 65 -71
- Walton, M. (1997a), Organisational culture and its impact on counselling in Carroll & Walton, (1997), "The Handbook of Counselling in Organisations", London, Sage
- <u>Walton, M.</u> (1997b), Counselling as a form of organisational change in Carroll & Walton, (1997), "The Handbook of Counselling in Organisations", London, Sage
- Walton, M. (1997c), Workplace Counselling: Luxury or Necessity, Keynote address at the Conference on "Counselling in the Workplace" held at St. Georges's Medical School, March 21, 1997

- Walton, M. (2003), Beyond the Face before you: considering the internal dynamics of your organisation, paper presented to the AUCC Conference, 21 May 2003
- Weaver, D. (1999), Success in diversity, Association for Counselling at Work Journal, 25, Summer, 1999.
- Weick, K. (1987), Theorising about organisational communication in Jablin et al, (Eds.), "Handbook of Organisational Communication", Newbury Park, Sage
- Weinberg, S. (1993), Dreams of a Final Theory, London, Hutchinson
- Wheeler, S. (1996), Training Counsellors: The Assessment of Competence, London, Cassell
- Whelan, L., Robson, M. & Cook, P. (2002), Health at Work in the British National Health Service, Counselling & Psychology Quarterly, V15, 3, 257-67
- White, C. (2004), EAP provision within occupational health, ACW Journal Counselling at Work, 45, 20-21
- White, M & Epston, D. (1990), Narrative Means to Therapeutic Ends, New York, Norton
- Whitty, G. (2001), Teacher professionalism in new times in Gleeson & Husband "The Performing School: Managing Teaching and Learning in a Performance Culture", London, Routledge
- Whyte, W. (1991), Participatory action research, London, Sage
- Whyte, W., Greenwood, D. & Lazes P. (1991), Participatory action research: Through practice to science and social research, in Whyte, (1991), "Participatory action research", Newbury Park CA, Sage
- Winter, R. & Munn-Giddings, C. (2001), A handbook for action research in health and social care, London, Routledge
- Woolfe, R. (2003), *The Nature of Counselling Psychology* in Wolfe, Dryden & Strawbridge, (Eds.), "Handbook of Counselling Psychology", London, Sage
- Wosket, V. (1999), The Therapeutic Use of Self, London, Routledge
- Wright, J. (2001), Developing on-line counselling in the workplace, ACW Journal Counselling at Work, 34,
- Wright, J. (2003), Writing Therapy as an Adjunct to brief Counselling in the Workplace: Catching Self-exploration on Paper, BACP Conference 2003, www.bacp.co.uk/research





DOCTORATE in PSYCHOTHERAPY (PROFESSIONAL STUDIES)

DOCTORAL PROJECT

ADDENDUM VOLUME

APPENDICES INTERVIEW TRANSCRIPTS

Norman Claringbull: 023-80-597531, January 2006 Head of Counselling Studies, University of Southampton nwc1@soton.ac.uk 023-80-597531

CONTENTS

		Page
APPE	ENDICES	
	APPENDIX A – Investigation 1 – An Informal Workshop	3
	APPENDIX B – Investigation 2 – A journal Article	6
	APPENDIX C – Investigation 3- A Pilot Study	10
	APPENDIX D – Main Study – Informed Consent Pro-Forma	22
	APPENDIX E - Main Study - Questionnaire	23
	APPENDIX F – The Validating University's QAA Requirements	24
	APPENDIX G – MSc Validating Documentation	27
	APPENDIX H – Unit 1: Lecture 1.2 Modelling workplace counselling and core practitioner competencies	33
	APPENDIX I – Unit 2 Lecture: 2.1 Overview of the Workplace Counsellor's varying roles and the aims of this Unit	43
TRAI	NSCRIPTS	
	OVERALL SUMMARY	51
	INDIVIDUAL TRANSCRIPTS	53

APPENDICES

APPENDIX A - Investigation 1

AN INFORMAL WORKSHOP

This report is knowingly "impressionistic". It is reported here as a sort of "scene setter" as it was the first positive indication that my sense that there is an attitudinal conflict between workplace counsellors and their client organisations had some basis in reality. That it was more that just a feeling that came from my own experiences but that it was also apparently an opinion that is shared by some important opinion-formers within the Workplace Counselling and Employee Assistance Providers, (EAP), communities.

However, this Workshop merely represents how my thinking about the apparent conflicts between the world of the workplace counsellor and the world of the employing organisations was starting to evolve. I fully accept that it's not replicable in the sense that someone else could gather the same people together, ask the same questions and get either the same or very similar answers. However, although I can't prove it. I don't think that it's unreasonable to suggest that they probably would. Nevertheless, it's my contention that this apparent "methodological weakness" doesn't significantly devalue this piece of work. Of course, it's also possible that the same group if asked the same questions today, even if asked by me, might come up with a different set of responses or priorities. That is live research! We live in an ever-evolving and ever-developing world. As McLeod, (2001), puts it, "Knowledge changes with context"! It also changes as the researchers and the participants interact with each other and their outside worlds. On the other hand, my findings remain of value in that they represented the views of a significant selection of concerned participants from the workplace-counselling world at that time, (2003). They are also of value in that they form part of a pattern, or a composite whole, with the rest of my more formalised, subsequent, research reported later in this Volume.

This piece of action research involved an initial exploration with some interested parties from the EAP community. I wanted to know if the EAP "Industry" generally felt that there was a need to improve workplace counselling. If that proved to be a possibility, then I wanted to get some idea of how this might be accomplished. I then planned, in due course, to test out any emerging ideas on some of the people who had first helped to generate them. Therefore, I didn't start out with any preconceived notions about what could, or could not be done; I just began with a vague idea that "something wasn't right" in the workplace counselling world. It was the planning, testing, re-planning and re-testing, while the Workshop was ongoing, that helped me to conduct this part of my enquiry in a way that was starting to approach the "Action Spiral", (Dick 2002).

So, in order to begin my enquiry into the views and needs of likely customers, or "stakeholders", I led a "Scoping Workshop" at the 2003 Annual conference of the Association for Counselling at Work. I just wanted to informally "test the water". There were some 20 practising workplace counsellors present, Senior Management from 5 major UK Employee Assistance Programme, (EAP), Agencies, and the then Chair of the Employee Assistance Professionals Association. As the Workshop proceeded, it seemed to me that a number of important issues were emerging. I gathered together these issues, as I then understood them, as a series of bullet points, set out in flipchart form. After some negotiation and discussion I was able to draw up a list of areas of interest/concern that was generally agreed to by the Workshop participants.

Clearly, there can be no serious claims made for any "research findings" from such an informal quasi-investigation. Nevertheless, the discussion/debate at the Workshop did indicate some potentially useful areas of focus for my subsequent enquiries. By the end of

the Workshop it was informally agreed by most of those present that the following questions were worth following up: -

- ✓ Could workplace counselling, at least in theory, become a professional specialisation and did this possibility merit further exploration?
- ✓ Would it be helpful to investigate how EAP Agencies could contribute to what many saw as inevitable changes within the counselling profession generally and workplace counselling in particular?
- ✓ No matter how counselling might develop in the future, it was clear that the EAP Agencies wanted to be one of the "drivers" in the change process and not simply passive recipients. How could this be achieved?
- ✓ Could we investigate further the general consensus that there's much more that counsellors could offer employers that is presently the case? However, none of those present at that time could do more than offer tentative suggestions as to what that might be
- Could we test out if it is possible to acknowledge the needs of the employer as being at least equal to those of the worker?
- ✓ Could we explore the use of counselling methodology as a management tool within industry generally?
- ✓ The EAP managers present were very clear that they wanted workplace counsellors to be more "business aware". Could suitable training help to satisfy such a demand?

Some of the implications of those findings

Although my "Informal Workshop" investigation was clearly not rigorous research, and it was certainly contaminated by participant and researcher-biases, it was useful in that it highlighted a number of issues that I felt would probably eventually need to be fed back to the "stakeholders" for further investigation and consideration. At that time, it seemed to me that addressing these potential concerns for the workplace counselling specialist was likely to highlight all sorts of theoretical and ethical implications. Here are some examples: -

- a) We clearly needed to know much more about organisational demands on the counsellor. For example, workplace counsellors are often involved in a complex contract that involves the client, the employing organisation and sometimes even an outside service provider. This can generate a difficult set of practice issues and ethical concerns to keep in focus. Further, as Hawkins & Shohet, (2000), point out, there is an additional contractual complication between the organisation's real and supposed cultures. It seems to me that this is a very tangled area indeed.
- b) When we investigate these complex counsellor/client-organisation contracts, we also need to acknowledge that there are differing organisational types. For example, Handy, (1993 etc.), refers to "boss centred", "task centred", "culture based" and so on. Of course there are many other organisational descriptors available, (public, commercial, co-operative, educational, voluntary etc.). It seems to

me to be unlikely that there can be a properly understood counsellor/clientorganisational contract without referring to these differences. At the very least, this raises issues about who the real stakeholder might be.

- c) Workplace counsellors will encounter conflicts between the needs of the employee and the needs of the employer. Walton, (1997), refers to this as the "Four Dimensions of Workplace Counselling". He believes, that depending on the actual circumstances, the counsellor has to manage client needs, organisational needs, the needs of the EAP agency, (if appointed), and the counsellor's own professional needs. Towler, (1997), describes this dilemma as being more akin to movement along an "alliance continuum" whereon the counsellor may feel more, (or less), allied towards either the organisation or the individual. Shea & Bond, (1997), argue that these fundamental questions for workplace counsellors arise because such counsellors are working at the extremes of their professional/ethical competences. It seems that workplace counsellors need to look in a number of directions at once. The current BACP Ethical Framework defines "client" as including any social unit and this obviously must include "organisations". However, it seems to me that the general focus of the Ethical Framework, (British Association for Counselling & Psychotherapy, 2001), is actually on the needs of the individual. Therefore, we need to explore the ethical issues involved should workplace counsellors sometimes re-focus on the needs of the client organisation instead.
- d) Various Models of Workplace Counselling have been suggested, (Bull 1997, Teherani 1997, Carroll 1996, and may others). How valid are these models and what, if any, revisions or even new models could be suggested? In fact is modelling actually achievable? Many of the theorists seem to see counselling models as contracts between various interested individual parties, (Holloway 1999; Connor 1994; Page & Woskett 2001 etc). There is a sort of participant-individuality implied by such models, (clients, counsellors, supervisors, employers' representatives, EAP managers and so on). However, are these relatively simple models tenable? Perhaps modelling is actually impossible? Perhaps what we are really seeing is the emergence of workplace counselling as mediating in a series of complex, unstable, social structures that arise from the interactions of the participants own "social worlds"?

Have any of those who theorise about workplace counselling fully realised the implications of their thinking? Carroll, (1996), for instance, has a lot to say about ways to counsel individual workers but he has much less to say about attending to the needs of the employer. Does this imply that the needs of the employee always come first and that the needs of the employer always come second? Is this really so and are these apparently antagonistic needs actually mutually exclusive? What actually are these needs?

APPENDIX B

APPENDIX B - Investigation 2

A JOURNAL ARTICLE

The following article appeared in the BACP Journal "Counselling at Work", 2004, Spring Issue, 44, pp 5-7.

SPECIALISATION – THE NEXT WAVE IN WORKPLACE COUNSELLING?

WHY WE MUST CHANGE

My basic contention is that Workplace Counselling is in danger of finding itself stuck in a professional backwater unless it actively repositions itself to meet the future needs of employers and their employees. This belief is based on some early findings from my ongoing research into the future developmental needs of Workplace Counsellors and their likely "paymasters". My initial investigations suggest that the emerging needs of these "customers" are going far beyond current workplace counselling theory and training. Therefore, I am proposing that in the near future we will need to create new types of theoretical models and educational programs for specialist workplace counsellors.

WHERE ARE WE?

I find it useful to view workplace counselling as having developed in three waves:

- 1) The First Wave, the "<u>Historical Wave</u>", (1890-1970'ish), arose out of the original Industrial Social Work Programmes and mainly addressed employee addiction/absenteeism/welfare problems.
- 2) The Second Wave, the "<u>Employee Therapy Wave</u>", (1970's to 1990's), added individual therapeutic counselling programmes to the general EAP "package".
- 3) The Third Wave, the "<u>Breaking the Boundaries Wave</u>", is currently taking counselling beyond the needs of the individual employees and also looks at the overarching organisational health of the employing organisation. Some counsellors riding this wave are becoming bold enough to try applying their skills beyond the "traditional" boundaries.

WHERE'S ALL THIS GOING?

Although each of the three waves has apparently been of value, I can't yet find anything to support the notion that workplace counselling might have its own, unique, contribution to make to society. So, is workplace counselling usually nothing more than routine counselling that just happens to be paid for by employers? Might such a self-limiting view change if workplace counselling were to be developed into a "Specialist Area of Professional Counselling Practice"? Could it also change if "Workplace Specialists" sometimes promoted the employing organisation's needs over those of individual workers? Is such a major change really necessary? After all, those of us who regularly practice in the "workplace trade" know that our work as emotional therapists for individual employees is currently well established. We also know that in the UK alone, at least 6m employees and their dependents can make use of Employee Assistance Programmes, (Beer 2003). All of these programmes include easy and confidential access to personal therapy. However, what is more difficult to establish is whether these workplace services provide any real benefits to industry other than supposedly being helpful to individual troubled

workers. For example, McLeod's (2001) research review suggested that workplace counselling supposedly benefits workers. However, it was somewhat equivocal on benefits for employers.

My suggestion is that now is the time for a Fourth Wave, the "Workplace Counselling Specialist-Practitioner Wave". Part of my ongoing research is an investigation into whether or not this really is the wave that will lead to workplace counselling becoming a specialist profession in its own right. Of course, such a specialism would clearly need its own theoretical underpinnings, its own evidence-supported practice base and its own professional standards.

WHERE ARE WE NOW?

Clearly, workplace counsellors are already providing many services other than just individual worker therapy. My review of the relevant articles in "Counselling at Work", (2001-2003), plainly shows that counsellors are increasingly involved in training, mentoring, organisational change, awareness programmes, stress management, conflict resolution and doubtlessly many other similar services. What is not so clear is why counsellors should be involved in this work. Other professionals, (Personnel/OH Staff, Psychologists, Trainers etc.), also undertake this work. So, what can counsellors offer that other professionals, can't? Well, my personal experiences, together with anecdotal evidence from colleagues, have led me to believe that workplace counsellors can, and indeed do, make their own, unique, professional, contribution to the needs of the workplace. The highly developed interpersonal skills of counsellors appear to maximise the effective delivery of these sorts of programs. As part of my research, I recently carried out a small-scale pilot investigation. I held some informal consultations with a number of EAP Managers. I also consulted some other relevant professionals, (OH Advisors, GPs, HR Consultants etc.). Two main areas of agreement emerged: -

- i). Most of those questioned believed that individual counselling provision not only helps the affected employee but that it also benefits the employing organisation. However, there is still a lack of clear evidence supporting the implied conclusion that purchasing counselling services really provides "Added Value".
- ii). Most of them felt that the application of counselling skills to the organisational needs of employers was beneficial. For instance, one engineering sector employer found clear cost benefits from using counsellors to devise, and then provide a bespoke tailored, stress inoculation/management scheme before starting a period of highly intensive work.

A NEW PROFESSIONAL SPECIALISM?

In the examples given above there was no clear evidence that the counselling input was unique and or that the benefits could not have been obtained equally well by other means. I don't know either and that is why I am proposing that we look for ways to "reinvent" workplace counselling. I am also suggesting that we move beyond simply looking at this issue merely from the client's viewpoint. Why don't we also include a fuller consideration of the employer's perspective? What I want to know is, if it is now the time to establish a new counselling specialism? Is it time to identify a new generation of counsellors as **Workplace Counselling Specialists**? My own research over the next 2 years will be an exploration of this issue. I want to find out if developing such a specialism is indeed a realistic concept. These are some of the questions that I'll be asking: -

- 1) As a consultant I apply counselling to commercial and workplace situations and like many, I believe it's actually worthwhile. Indeed, as McLeod's, (2001) research review suggests, workplace counselling seems generally effective along a range of personal and organisational measures. Obviously employers wouldn't buy EAP schemes if they didn't feel that they needed them. Yet buy them they clearly do, because over the last 20 years, workplace counselling services have expanded dramatically, (Oher 1999). The problem, as far as I can see it for now, is that this expansion seems to be more based on hope than evidence. Shouldn't we now be re-addressing, and then rigorously testing, the whole concept of workplace counselling theory? Don't we need to prove that we really are necessary?
- 2) Some counsellors already provide industry with a wide range of services that are not necessarily worker-centred but that respond instead to the employing organisation's needs. For example, counsellors may be involved in team development, staff training, cultural change, assessment, out-placing, addiction prevention and so on, (Carroll & Walton, 1997, Towler 2002). However, my review of the publications on offer, (Amazon Book Search Services, 2003), indicated that the majority of the authors who are discussing these sorts of workplace issues are not counsellors. Further, it was my observation during the 2003 ACW Conference, that the majority of the main platform speakers were non-counsellors. However, it seems to me that these traditionally "non-counselling" areas are precisely the ones where counsellors actually have a great deal to offer. Isn't it time for workplace counsellors to "stake their claim"?
- 3) As a workplace consultant, I am unworried if the needs of the organisation supersede those of individual employees. However, such a value-judgement can generate conflict between counsellors who insist on being client-led and those who are more "customer flexible". There have been some limited investigations into the needs of the client companies, (Berridge et al 1997 etc.), but there is a marked reluctance throughout the literature to suggest that individual needs might sometimes be secondary issues and that organisational health might sometimes come first. Must viewing the employing organisation as the primary client be controversial? What if we were to put the needs of individual workers second? Perhaps we'd find new opportunities to expand the use of counselling methodologies as an integral part of management and organisational design.

ACTION

One of the distinguishing features of any professional specialisation is that it has its own recognised training programme. If, we are indeed to create a new workplace professional specialisation, then we'll need to provide a rigorous, quality-assured, professional training "product" for the benefit of our potential "consumers", who might include: -

- a) Those who might employ Workplace Counselling Specialists
- b) Those who might want to train as Workplace Counselling Specialists
- c) Those who might be the clients, either as individuals or as organisations.

So, what might some of these "consumers" want? I first started to investigate this question at the 2003 ACW Conference when I led a Workshop that looked at this very issue. There were some 20 practising workplace counsellors present, senior representatives of major

UK EAP Agencies, and the Chair of the EAP Professionals Association. By the end of the Workshop it was clear that many, if not most, of those present felt that there was a need to: -

- ✓ Explore the use of counselling methodology as an industrial management tool
- ✓ Train counsellors to be more "business aware"
- ✓ To acknowledge the needs of the employer as being at least equal to those
 of the worker
- ✓ To investigate how EAP Agencies could contribute to the changes within the counselling profession generally, so that a newly emerging, Workplace Counselling Specialisation could emerge.
- ✓ Investigate the strong possibility that there are many more services that counsellors could offer employers than is presently the case.
- ✓ Many of the EAP Agencies believe that counselling must rapidly mutate to meet their emerging needs. If it doesn't, they might not include counselling as part of the next generation of Psychological and Organisational Services that they plan to offer employers.

FINALLY

I wrote this article intending to raise some serious question about workplace counselling. I have highlighted some of the major controversies that I believe we'll have to face if workplace counselling is to survive its next half-century. Right now, the only thing I am sure of is that staying still is not an option! I'll be taking these issues further as part of a 2-year research programme. My hoped-for result will be some serious new thinking about Workplace Counselling as a Specialisation that I'd like to see underpinned by a research-driven, specialist, counselling MSc.

APPENDIX C

APPENDIX C - Investigation 3

A PILOT STUDY

The following paper was presented to the BACP International Research Conference, May 2004

THE FOURTH WAVE IN WORKPLACE COUNSELLING - ITS PROFESSIONAL SPECIALISATION?

ABSTRACT:

This is a Pilot Exploration comparing the counsellor-training and counselling-skills development needs of the Employee Assistance Programme Agencies and their organisational clients with the Workplace Counsellor training currently available in the UK Higher Education Sector. It is part of the author's ongoing doctoral research into the viability of establishing Workplace Counselling as a "Professional Specialisation". Results of that research so far, indicate that investigating new theoretical modelling, together with pursuing research-led/practice-based developments and innovations, could greatly benefit/improve the training of Workplace Counselling Practitioners. In turn, such an improved, "Workplace Specialist", training could be of benefit to the Employee Assistance Programme Agencies, their organisational clients and the individual workers.

- a) 11 Employee Assistance Programme, (EAP), Counselling Services Managers, servicing over 5 million individual clients, were interviewed using a purposedesigned questionnaire. The results were examined using Content Analysis combined with simple descriptive statistics.
- b) Anecdotal evidence from reports/comments originating from Human Resources/Occupational Health Specialists and Organisational Managers, (50+ individuals), was used to provide triangulation testing of the interview findings.
- c) A survey was undertaken of the nature and content of the current UK Higher Education, (HE), Institutions that might be involved with Workplace Counselling training courses.

This investigation suggests that:

- 1) EAP Agencies (and their "customers") want counsellors who: -
 - ✓ Provide "Added Value" to workplace counselling.
 - ✓ Are "business aware"
 - ✓ Understand the use of counselling methodology as a management tool.
 - ✓ See the needs of the employer and the worker as equally important
 - ✓ Understand organisations, their dynamics and their cultural structures
 - ✓ Offer a wide range of psychotherapeutic and psychological services
- In the UK overall, the currently available workplace counsellor training provision is very limited and may not yet be sufficiently structured to adequately meet these demands

INTRODUCTION:

This investigation is part of my on-going D. Psych. research activities and my current work on setting up a new Workplace Counselling MSc at Southampton University. That is where I am now but it is not where I started. So to begin at the beginning, it might help you to know that I've been a counsellor/psychotherapist for over 20 years and a Workplace Counsellor for the last 10 years. During my time in the employee-counselling sector I've graduated from being a practitioner who happens to see his clients in workplace settings, ("a counsellor in the workplace") to being a Workplace Counsellor/Consultant who offers psychological insights and psychotherapeutic inputs throughout the employing organisation's human resources structure.

Much of my commerce/industry-based work has been either as an affiliate/associate with the major EAP Agencies or as consultant/trainer in various workplace-based settings. This experience has led me to a growing suspicion that many workplace counsellors are confusing being generalist counselling practitioners, (who just happen to obtain their clients through workplace-based referrals), with being specialist workplace counsellors who might offer a whole range of psychological and psychotherapeutic services to employees, their managers and their employing organisations. In other words, I want to know if workplace counselling could, or indeed should, become a "counselling specialism" in its own right. This, in turn, has led me to a second suspicion that if workplace counselling were indeed to become a recognised professional specialism, then that recognition might have major implications for the training of a "new breed" of specialist workplace counsellors.

MY INVESTIGATIONS

In order to advance the testing of my two suspicions I carried out three surveys. Firstly, I surveyed the overall current and future counsellor-training needs of the UK EAP Agencies. In conjunction with that survey I went on to use anecdotal evidence gained from employing organisations using EAP services as triangulation data that might potentially offer support for my main survey findings. Secondly, I surveyed the workplace counselling training courses currently offered within the UK Higher Education system. Thirdly, I surveyed the services offered by commercial consultancy organisations that allegedly offer workplace counselling training at any level. This third survey was carried out as an attempt to attempt to provide triangulation data for this part of my investigation.

1) EVIDENCE FROM THE EAP AGENCIES

There are 16 EAP Agencies on the Employee Assistance Professionals Association Providers Register, (EAPA 2004). Eleven of those so registered responded to my enquiries. In combination, these 11 Agencies provide <u>external</u>, (as opposed to <u>in-house</u>), therapeutic services to over 5 million employees and their significant others. In each case my point of contact was at Counselling Services Manager level or higher. The interviews were carried out using a semi-structured interview, (**see Sub-Appendix 1**). The respondents were encouraged to be brief as this was only a preliminary investigation. Content Analysis, carried out as each interview progressed, provided the data given in my results section.

There are some 6.5 million employees and their dependents who are provided with counselling/psychotherapeutic services by external EAP Agencies, (Beer, 2003). My data came from EAP Agencies servicing 5.1 million of these. Therefore is it reasonable to

suggest that my results are a fair representation of the overall views of the <u>external</u> EAP Providers. However, this survey does not take into account the views of those who provide <u>in-house</u> workplace counselling services. Furthermore, the extent of the in-house services is not yet clear to me nor do I yet have an overview of the "who, how and why" that underpins the in-house workplace counselling services. These omissions limit my findings.

The Triangulation Support

Triangulation was attempted by using anecdotal evidence to highlight the apparent current and future needs of the client "customers" of the EAP Agencies. It was amassed from an overview of my contemporaneous follow-up notes from a series of consultative inputs, policy-advice provision, mentoring sessions, counselling-skills and emotional-awareness training interactions and so on with more than 25 major UK employers over the last 10 years. In all, more than 50 relevant professionals directly employed by those organisations, (HR/OH staff, managers), indirectly provided data during their general conversations with me. These conversations took place during informal, post-input, debriefings. This data offered me an opportunity to see if I could find triangulation evidence in support of my analysis of the information gathered from my EAP Agency survey. In other words, I wanted to know if the emerging needs of the EAP Agencies' client "customers" and the ways in which the EAP agencies foresee the developing, or the potential, WP counselling "specialists", were likely to coincide.

It must be noted that these anecdotal, triangulation findings are very subjective. They were not primarily gathered for research purposes and so my collection method was neither rigorous nor bias-free. Furthermore, interpretations other than mine are possible. Therefore, this evidence on its own is not offered as substantive "back-up" to my survey findings. However, taken in context, it is reasonable to see this data as being useful for suggesting a confluence, or a reasonably close triangulation, with my survey data that i gathered directly from the EAP Agencies.

2) CURRENT UK HIGHER EDUCATION PROVISIONS

This was an investigation that once begun "fed itself". Many of the Universities contacted were able to suggest other HE Institutions who might have more information for me. In all, 33 HE establishments were investigated, (see Sub-Appendix 2), and the results are also summarised in the relevant section below. Because I am coming to the belief that workplace counselling training is probably a specialism that should only be undertaken by experienced counsellors, I have confined my investigations to existing postgraduate level training provisions. Further research may, or may not, support such an exclusive attitude.

There are two obvious major weaknesses in this part of my investigation:

- 1) Despite extensive background enquiries, (Association for Counselling at Work, EAP Association, Internet, personal contacts, etc.), I cannot be sure if my investigations sufficiently covered enough of the available PG courses to claim that they are properly representative. A more comprehensive investigation into workplace counselling training in Higher Education may be the subject of future research.
- 2) Some institutions may have seen my enquiries as potentially leading to the publication of information that might weaken their perceived competitiveness in the

"educational marketplace". Therefore, I cannot be sure if this might have skewed or limited any of their responses, either consciously or unconsciously.

Nevertheless, even bearing the above objections in mind, I believe that at least for now, this part of my investigations was sufficiently inclusive to suggest that my findings are probably representative of current workplace counselling training provision within the UK Higher Education system.

The Triangulation Support

I extensively searched the Internet and located over 800 potential hits. With two exceptions, (see below), I could not locate any apparently suitable HE-level equivalent training courses provided by any of the commercial consultancies. However, I cannot be sure that all of the available training agencies are listed on the web.

MY RESULTS

1) THE EAP AGENCIES

Pilot Questionnaire – RESPONSE SUMMARY (details in Sub-Appendix 1)

Q1. Do you feel that offering training in the use of counselling methodologies, as a general "workplace management tool", is sufficiently understood by workplace counsellors?

EAP Providers' View:

No

Q2. Are WP counsellors sufficiently aware of the need to provide demonstrable "added value" to employers investing in counselling?

EAP Providers' View:

No, but training/indoctrination helps

Q3. How "business aware" do you feel WP counsellors are?

EAP Providers' View:

Not very – training needed

Q4. Do you find that WP counsellors are capable of responding to the needs of the employer as well as to the needs of the employee?

EAP Providers' View:

Mostly no, however, one company felt that if WP counsellors can't acquire this ability then they should

stop EAP work

Q5. Could WP counsellors usefully expand the range of services that they offer employers and their employees?

EAP Providers' View:

Yes but only if properly trained

Q6. What would be the key ingredients that you would want to include in any WP Counsellor training programmes?

EAP Providers' Views:

<u>Cluster 1:</u> Organisational awareness, dynamics, systems & issues; Understanding the world of work; Awareness of different and differing workplace cultures and environments; Putting counselling into context

<u>Cluster 2:</u> Ethical issues/dilemmas around the 3-way contract; Understanding the dual client-employer relationship; Confidentiality & law; Employer best practices (HR, employment law, discipline etc)

<u>Cluster 3:</u> Client assessment; Mental Health assessment; Risk assessment; Risk management

<u>Cluster 4:</u> Critical incident work; Time-limited therapy; Mediation work; Stress analysis

Q7. Any other comments

EAP Providers' View Good EAP agencies train their counsellors but WP training prior to recruitment would be helpful

Q8. Approximately how many employees are "serviced" by your EAP contracts?

Total = 5,100,000 approximately including "significant others"

Triangulation Support

This is anecdotal evidence gathered while I have been working in an organisational counselling consultative capacity throughout the UK and Eire. My client organisations have ranged across the employment world, (heavy industry, public service, manufacturing, leisure, finance sector, voluntary sector, emergency services, retailing etc). After each professional encounter, I noted the reactions to my inputs from various individuals at all levels of the organisation concerned. A review of these notes has highlighted three common attitudes apparently held by many in the world of work.

- a. There is apparently a general lack of awareness of the potential power of therapeutic modelling, emotional awareness and counselling-skills applications for helping with issues arising in everyday workplace situations. Once aware, most of those interviewed were very keen to undergo further and more extensive training in the necessary theoretical and skills-based inputs.
- b. Employers and their workers are seemingly unaware of the range of services that WP counsellors could potentially offer. For nearly all of them, counselling is usually seen a "last ditch refuge for the weak". Again, once they were aware of its potential universal applicability,

employers and their employees wanted WP counselling services to be taken up much more. This applied not only to troubled individuals but also to persons seeking personal development. They wanted counselling to be <u>proactive</u> as well as being <u>reactive</u>.

c. My overall finding was that nobody had ever considered including counsellors as part of the initial planning/steering teams that are commonly set up to oversee the development or implementation of new projects. Counselling was at best a low-priority afterthought and usually not even on the "radar screen". Yet again, once managers and their employees became aware of the usefulness of involving counsellors and counselling methodologies in proactively designing the "human structure" of the workplace, those interviewed were eager for more information.

2) <u>CURRENT UK HIGHER EDUCATION PROVISIONS</u> (details in Sub-Appendix 2)

It appears that in the UK, only two HE Institutions are attempting to provide Postgraduate WP Counsellor training that is openly available to any suitably experienced and qualified counsellor.

1) University of Bristol, (PG Diploma/MSc - Counselling in Organisational Settings).

Bristol approaches WP counselling as being a service to the troubled individual and looks at how organisational issues might impact on this process. This course appears to be mainly aimed at generalist counsellors who happen to operate in workplace settings.

2) University of Southampton, (PG Certificate/Diploma/MSc in Workplace Counselling)

This is a purpose-designed course for experienced counsellors who wish to progress to becoming Workplace Counselling Specialists. It is currently undergoing validation and may be available from October 2004 but more likely to be available from January 2005. It is being designed in accordance with the author's ongoing research into the needs of the suppliers and users of workplace counselling. Its underlying ethos is the promotion of the Workplace Counsellor as a recognised, and recognisable. Professional Counselling Specialist.

The Triangulation Support

I searched the Internet extensively and located over 800 potential commercial-consultancy and voluntary-agency websites that claimed to offer WP counselling training. There was a huge variety in the stated learning objectives and the targeted student/customer population. Most of the programmes on offer were only basic-skills training and/or counselling awareness programmes designed for interested non-counsellor managers. Only two organisations appeared to offer workplace training to potential HE "specialism" standards. These were: -

1) Hoskinson Associates who provide "on-demand" courses for management personnel who are employed by Hoskinson Associate's organisational clients. These are not open-access courses but programmes that are bought from Hoskinson Associates on a "tailored one-off" basis by employing organisations on behalf of their employees. It appears that from an HE point of view, Hoskinson &

- Associates are simply offering another route to access the Roehampton course described in **Sub-Appendix 2**.
- 2) The KCC Foundation; this is an international agency that in 1999/200 apparently offered an MSc/PG Diploma course in Systemic Workplace Counselling and Consultation. At that time, KCC stated that the University of Luton had validated this course. However, enquiries at Luton University, and directly with the KCC Agency, have not yet produced any evidence that this course has ever run.

IMPLICATIONS OF MY FINDINGS

WHAT THEY APPEAR TO MEAN

This survey suggests that the EAP Agencies assess current workplace counsellors' skills/abilities as being capable of significant improvement. They are clearly saying that they would prefer their workplace counsellor recruits to have had further and specific training in the additional counselling/therapeutic skills that would be of major use to the EAPs' organisational clients. These findings triangulate positively with the apparent needs of employing organisations as derived from the anecdotal evidence. Once aware of the potential, these organisations want the full range of inputs that counsellors could, if adequately trained, offer them. Therefore, it is likely that if workplace counsellors are prepared to "think outside the box" and to develop their professional specialist education, they will be able to better respond to the employers' current and future needs. These "specialists" would be much more likely to provide the levels of "real added value" sought by industries/employers investing in Workplace Counselling and EAP Agency services.

If these perceived professional training needs, and in particular the three "training clusters" identified in my survey, are compared with the workplace counselling training currently available in HE then some serious supply and demand gaps appear. It seems that the current training provision for workplace counsellors in the UK will need considerable development before it can begin to meet the current and future needs of the EAP Agencies, their affiliates and their commercial clients.

Therefore, it seems to me that Workplace Counselling is in danger of finding itself stuck in a "non-professional" backwater unless it actively repositions itself to move forward and meet the future needs of the EAPs, the employers/employees and indeed, the likely needs of my putative workplace counselling "Specialist Practitioners". My initial investigations suggest that the emerging needs of the existing and potential "workplace counselling customers" are much more comprehensive than current workplace counselling theory and training allows for. Therefore, I am arguing that we should now be creating new types of theoretical models and counsellor educational programs to meet those needs. For me, the logical outcome of such a process would be establishing workplace counselling as a Professional Specialism.

LOOKING TO THE FUTURE

Well, we're much more likely to have a fair idea of where we're going if we have a fair idea of where we came from. How did we get to where we are today? I find it useful to visualise WP counselling as having developed in three "waves":

- 1) The First Wave, the "<u>Historical Wave</u>", (1890-1970'ish), rose up out of the original EAP schemes and mainly addressed employee addiction problems absenteeism and welfare issues.
- 2) The Second Wave, the "<u>Employee Therapy Wave</u>", (1970's to 1990's), added individual therapeutic counselling programmes to the general EAP "package".
- 3) The Third Wave, the "<u>Breaking the Boundaries Wave</u>", is currently taking counselling beyond the needs of the individual employees to look at the overall organisational health of the employing institution. These developments are encouraging some WP counsellors to break the "traditional boundaries" observed by most UK generalist counsellors.

Nevertheless, although each of these three"waves" has apparently been of value, they don't necessarily support the notion that workplace counselling specialists might have their own, unique, contribution to make to society. So, might workplace counselling remain nothing more than routine counselling that just happens to be paid for by employers? I am arguing that this is a very self-limiting view of workplace counsellors' actual or potential skills. This misconception might be corrected if WP counselling were to be developed into a "Specialist Area of Professional Counselling Practice"? #

The results of this Pilot Exploration, together with the way that my research is developing, are leading me to wonder if now is the time promote a <u>Fourth Wave</u>, a "WORKPLACE COUNSELLING SPECIALIST-PRACTITIONER WAVE".

In fact, a major part of my ongoing research will be an investigation into finding out if this really is the wave that will lead to workplace counselling becoming widely accepted as a specialist profession. Again, I am arguing that such a "professional specialism" would clearly need its own theoretical underpinnings, its own evidence-supported practice base and its own professional standards.

QUESTIONS

So, can we actually create a new generation of <u>Workplace Counselling Specialists</u>? As my enquiries progress I'll be trying to find out if developing such a specialism is indeed a realistic concept. These are some of the questions I'll be asking: -

1) Can we prove that workplace counselling is worthwhile? McLeod's, (2001) research review, despite its limitations with respect to definitions of counselling, suggests that workplace counselling is probably effective in general terms along a range of personal and organisational measures. Furthermore, it is obvious that employers wouldn't buy EAP schemes if they didn't feel that they needed them. Yet buy into them, they clearly do because over the last 20 years, workplace counselling services have expanded dramatically, (Oher 1999). The problem, as far as I can see for now, is that this expansion seems to be more based on hope than evidence. Shouldn't we now be re-addressing, and then rigorously testing, the whole concept of workplace counselling?

- 2) Is it time for Workplace Counsellors to "occupy their new territories"? Of course, some counsellors already provide industry with a wide range of services that are not necessarily individual worker-centred but that respond instead to the employing organisation's needs. For example, counsellors may be involved in team development, staff training, cultural change, assessment, out-placing, addiction awareness and so on, (Carroll & Walton, 1997, Towler 2002). However, my review of the publications on offer, (Amazon Book Search Services, 2004), suggests that the majority of the current suppliers of such services are not counsellors. It seems to me that these traditionally "non-counselling" areas are precisely the ones where counsellors actually have a great deal to offer. So, would a new breed of specialist workplace counsellors be prepared to "stake their claim"?
- 3) What if we were to put the needs of individual workers second? Would we find new opportunities for using counselling methodologies as an integral part of management and organisational design? As a workplace consultant, I am unworried if the needs of the organisation supersede those of individual employees. However, such a value-judgement can generate conflict between counsellors who insist on being client-led and those who are more "organisational customer flexible". There have been some limited investigations into the needs of the client companies, (Berridge et al 1997 etc.), but there is a marked reluctance throughout the literature to suggest that individual needs might sometimes be secondary issues and that organisational health might sometimes come first.
- 4) What are the extent, the ethos and the underpinning theories/methodologies of the in-house workplace counselling schemes? They are obviously a very important source of workplace counselling theory and practice and meeting the needs of the in-house service providers must form an essential part of any developments in workplace counselling training.
- 5) Is it even necessary that workplace counselling specialists should be developed through the UK Higher Education system? For example, would adopting the American "Certified Employee Assistance Professional" (CEAP) credential be an alternative way forward? One of difficulty would be one of semantics. The term "EAP" in the US often means something rather different to its meaning in the UK. Not only that, but the entry requirements, syllabus content and assessment methods applicable to the CEAP Scheme would need detailed assessment before they could be considered for their suitability for WP counselling practitioners in the UK.

CONCLUSION

I am very optimistic that workplace counselling can indeed develop as a professional specialism that could meet the emerging needs of employers and their employees. However, that is all in the future. Right now, the results of this Pilot Investigation suggest that:

a) The EAP Agencies are far from confident in the current ability of most workplace counsellors to provide these extra skills and services. The

Agencies all emphasise the need for much more workplace counsellor training

b) The postgraduate HE training programmes that are currently available for workplace counsellors will need considerable further development and augmentation before they could properly contribute to the development of the Workplace Counselling Specialist.

In this paper I have raised some serious questions about the current and future training needs of Workplace Counsellors. I have also highlighted some of the major controversies that I believe we will have to face if workplace counselling is to survive its next half-century. My own thinking is clearly "outside the box" myself as I am moving to the view that it is now time for workplace counselling to become a specialism in its own right! However, one thing that I am really sure of right now is that maintaining the status quo is not an option!

Sub-APPENDIX C1

PILOT QUESTIONNAIRE - Overall response data - March 2004

Q1. Do you feel that offering training in the use of counselling methodologies, as a general "workplace management tool" is sufficiently understood by workplace counsellors?

No: No: No: No: No

No – can't cope with workplace stresses and politics Not yet but this is an ability that could be developed

OK but could be improved

No because short-term counselling clashes with open-ended manager commitme

Sometimes but a dangerous practice

Not in any great depth

Some idea but limited in depth

Q2. Are WP counsellors sufficiently aware of the need to provide demonstrable "added value" to employers investing in counselling?

Only after indoctrination over time
Not really – more awareness training needed
Not enough; not enough
No; No; No
No – but some are if trained

Q3. How "business aware" do you feel WP counsellors are?

Varies with the individual: Not much -varies with the individual

Not at all x 2

Not at first but this can sometimes be acquired

Need much more training in business methods and culture

Not enough

Not enough in terms of understanding business or in having a business-like approach

Varies with the individual - more training needed

Not very; Not aware in general but some easing evident

Q4. Do you find that WP counsellors are capable of responding to the needs of the employer as well as to the needs of the employee?

No - client focussed

No -client focussed

Initially no but this can sometimes be acquired

No, they need to learn how to help companies too

Yes in such areas as conflict resolution & mediation

Some yes - most no

Does it matter, as counselling is only of indirect befit to the employers?

No but can vary with the individual

Mostly no - if they can't then they should stop EAP work

Q5. Could WP counsellors usefully expand the range of services that they offer employers and their employees?

Yes but only with specific training: Yes but only with specific training

Yes - move from reactive to pro-active

Yes but only if trained in such services first themselves

Yes: Yes: Yes

Yes but only if properly trained

Yes, but only if specifically trained

Yes, but only if trained

Starting to happen

Q6. What would be the key ingredients that you would want to include in any WP Counsellor training programmes?

Organisational awareness; Organisational dynamics, (twice); Organisations and systems;

Organisational issues: Organisational awareness: Organisational systems

Organisational benefits of using counselling services

Understanding the world of work and where it comes from

Awareness of different and differing workplace cultures and environments; putting counselling into context

Ethical issues around the 3-way contract; ethical dilemmas

Understanding the dual client-employer relationship

Time-limited therapy, (twice)

Risk assessment & risk management, (twice); MH assessment; Client assessment skills;

Assessing clients

Confidentiality & law; Employer best practices (HR, law, discipline etc) -twice

Mediation training

How to limit client support

Critical incident work

Q7. Any other comments

Good EAP agencies train their counsellors but WP training prior to recruitment would be helpful

Q8. Approximately how many employees are "serviced" by your EAP contracts?

Total = 5,100,000 approximately including "significant others"

Sub-APPENDIX C2

CURRENT UK HE/POSTGRADUATE TRAINING IN WORKPLACE COUNSELLING - May 2004

My initial enquiries led me to believe that there are 33 Universities, (or their equivalent), that offer PG training for counsellors. I made enquiries at the following universities: -

Aberdeen, Belfast (QC), Birkbeck, Birmingham, Boumemouth, Bradford, Bristol, Brunel, Central England, Central Lancashire, Derby, Durham, East London, Edinburgh, Essex, Hull, Leeds, Leicester, London, Luton, London Metropolitan, Middlesex (Metanoia), Newport (UCW), Norwich, Reading, Regents College, Roehampton, Salford, Southampton, Strathclyde, Surrey, Ulster, Wolverhampton As far as I can tell, it appears that only two Universities are interested in providing public-accessible PG courses for WP counsellors. The results of my investigations are shown below. If anyone reading this paper has any further information about WP counsellor training courses, including any that might be found in non-HE settings, then I should be very glad to hear about them. Please email me at either nwc1@soton.ac.uk or norman.claringbull@btinternet.com. Alternatively, please call me on 023-80-597531 or 023-80-842665

University of Bristol

A PG Diploma/MSc, (Counselling in Organisational Settings): There are 3 main strands up to PG Diploma Level focussing on a) Counselling theory, supervision & practice; b) Theoretical inputs from related disciplines; c) Personal & professional development. At Diploma level, counselling is approached as a service to the troubled individual and how organisational issues might impact on this process. It appears to be mainly aimed at counsellors who happen to operate in workplace settings.

The MSc element is arrived at by studying research methodologies commonly used in counselling investigations and then by a relevant 15,000-word dissertation.

University of Southampton

A new MSc, which is being purpose-designed for experienced counsellors who wish to progress to becoming Workplace Counselling Specialists. It is currently undergoing validation and may be available from October 2004 but more likely available from January 2005. It is being designed in accordance with the author's ongoing research into the needs of the suppliers and users of workplace counselling as a postgraduate professional specialism. However, it will be at least two years before this course can graduate its first cohort. Therefore, obtaining an indication of its actual educational delivery against its intended learning outcomes will not be possible for some time yet.

University of Surrey, (Roehampton)

In addition to the two open access courses listed above, the Roehampton Institute provides a network of pathways that in some cases can lead to PG qualifications in WP Counselling. <u>These are not open-access courses</u> and can only be accessed by individuals who work for one of the employing organisations that choose to work with Roehampton. This means that the Roehampton courses are limited to a very restricted, closed, population of target students. It appears that the WP Counselling MSc has yet to run and that so far, only a "one-off" PG Diploma level course has been delivered. Commercial confidentiality compels the Roehampton staff to limit the amount of information that they can divulge about their courses. Therefore, at present, I cannot fully evaluate the range or delivery history of the Roehampton courses nor can I assess their applicability to my research questions.

APPENDIX D

APPENDIX D - Main Study - Informed Consent Pro-Forma

INFORMED CONSENT FOR TAPED INTERVIEW - WORKPLACE COUNSELLING RESEARCH

I voluntarily agree to this interview being taped for the purposes of the Norman Claringbull's s ongoing research. I understand that the tape and the written analysis of the interview content will only be heard or viewed by Norman Claringbull and possibly by his academic supervisors, assessors and peer reviewers. All of these people are bound by the confidentiality boundaries and ethical framework of the British Association for Counselling and Psychotherapy (BACP) or by similar provisions arising from their undertakings relevant to their own individual professional associations.

Confidentiality & Anonymity

- 1. Neither your name, or that of your company will not appear in the written analysis of the Interview content
- 2. No personally or company identifiable material will be included in the written analysis
- 3. Only Norman Claringbull will know your true identity and he undertakes not to reveal it to any other person except where legally required.
- 4. The tape and the written analysis will be securely stored by Norman Claringbull
- 5. Upon completion of the evaluation of the analysis, should it be required by the academic assessors and reviewers, the tape will be destroyed

Before Signing This Document.

hoped this document helps you fully understand what agreeing to the taping of this interview and a written analysis of its content entails. If you are unsure about anything, please ask for clarification.

Informed Consent

I, the undersigned, have read and fully understood the information and explanation given above, and I consent to the taping of this interview and written analysis of the content of the session by Norman Claringbull for the purposes of his research.

Signature:	
Printed Name:	
Date:	

In the event of any ethical query or concern please contact the Metanoia Institute, (020-8579-2505), or the British Association for Counselling and Psychotherapy, (0870 443 5252).

NOTE: This consent form and the general methodology of Investigation 3 was independently reviewed by Christine Cowe, MSc; BACP Accred – email HENDRABARN@aol.com

Approved: Christine Cowe, 27/4/05

APPENDIX E

APPENDIX E - Main Study - Questionnaire

5) Any other comments

validated,	estigations to date indicate that it Workplace Counsellors with a recognised and postgraduate qualification would be would be attractive to potential stakemployers providing that the employers had a role in its design and delivery.
a)	Do you agree?
b)	If you do agree, what input would you like to see from the stakeholders?
	do you feel that you personally could contribute to the design and delivery of a late workplace counsellor training course?
•	set put on a separate sheet the likely structure, (Appendix G – Version 2), of a splace Counselling MSc course. Please comment on it as follows: -
i)	. The overall content
ii)	. The individual Units
iii)	. Is there anything that could be added to the proposed programme or that should be taken out?
4) Do you	have a model of workplace counselling? If so, could you please describe it?

APPENDIX F

APPENDIX F - The Validating University's QAA Requirements

EXTRACT FROM THE U. SOUTHAMPTON'S QUALITY ASSURANCE HANDBOOK (2005 Version)





2.2.3 Guidelines For Master's Degree Programmes

The University has adopted the following guidelines relating to candidature for all University of Southampton masters degree programmes.

Standards

The standard of the taught postgraduate master's degree is that expected of an honours graduate (or post-qualification professional) who has successfully completed a programme of study in a field for which prior knowledge and skills have provided an appropriate foundation. A master's programme should be conducted in an active research environment and with appropriate infrastructure for postgraduate study.

Work at master's level demands more advanced and intensive study than a first degree, should satisfy specified educational aims and learning outcomes, and should include a substantial element of supervised advanced independent work. One simplistic distinction between Honours and Masters levels is that Honours study requires the systematic understanding of a body of knowledge whilst Masters study requires critical awareness of the current trends/problems in a specific area.

Programme Structure

A full-time programme will normally be of at least one calendar year's duration. Dissertations or the equivalent should normally be submitted by 30 September following the year of entry. Part-time programmes will vary in length according to the nature of study although programmes should be of no less than two calendar years' duration and no more than five years.

The structure of a **PG Diploma/Master's degree programme** will normally comprise a taught component lasting the equivalent of two semesters, or two or three terms, followed by study leading to the submission of a dissertation, project or exhibition.

If the programme is modular in structure the taught units taken should form a coherent pathway of study.

Teaching and Learning

A variety of teaching styles and learning methods should be used which must be appropriate to the nature of the discipline being taught and designed to deliver the programme aims. The pattern of contact hours will vary according to the type of discipline and the delivery of the programme must be appropriate to this.

Assessment

Student performance in the taught element of the programme should be assessed by appropriate formal methods which can take the form of set examinations or the submission of a portfolio of written assignments or a combination. This assessment determines whether candidates are permitted to proceed to further study, either for the PG Diploma or the Masters degree by means of a dissertation or project; or are awarded a PG Diploma; or fail.

Successful candidates will follow the taught component by the preparation of an independent study, normally in the form of a dissertation, project or exhibition. The length of the written project will vary, but the standard will normally be in the range of 15,000 to 20,000 words. In the case of a practical project, the requirements should be clearly set out at the programme approval stage.

The dissertation or project should demonstrate knowledge of the relevant literature; show that the student has executed a substantial piece of advanced individual work and should bring together the independent work with the knowledge gained in the literature and theory. Where creative work is involved this should be informed by and be related to the theoretical aspect of the work.

Aims of the programme in terms of student development

Among the attributes students are expected to develop at master's level are:

- the ability to identify, set up and use a variety of learning strategies;
- the ability to interpret, to conceptualise and evaluate critically the literature, objects, artefacts and images and to relate them to practice as appropriate;
- the ability to synthesise ideas and research findings;
- the ability to formulate and test new ideas from a variety of approaches, justify the foundations of those ideas and (in practical work) successfully implement them;
- the ability to test ideas including the application of models as appropriate, using a variety of research designs, methodologies, measurements and techniques of analysis;
- the ability to present ideas and research findings in a well-structured and convincingly argued or projected way, such as oral presentations, written papers or practical work;
- the ability to plan, execute and report a significant piece of research or creative work with some element of originality;
- the ability to exercise independent judgement and critical self-awareness using this to reflect upon their own practice and that of others;
- and in the creative arts and design, the ability to realise their creativity though an
 appropriate balance between application of rigorous and informed theory, inspiration, and
 discovery through experience all organised through critical self evaluation executed with a
 high level of technical skill and application of appropriate intellect, materials and
 technology.

Programme designers should also be cognisant of the demands of the QAA National Qualifications Framework descriptor for masters level qualifications. This is as follows:

Masters degrees are awarded to students who have demonstrated:

I. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;

II. a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

III. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

IV. conceptual understanding that enables the student:

- to evaluate critically current research and advanced scholarship in the discipline;
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

I. deal with complex issues both systematically and creatively, make informed judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

II. demonstrate self direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

III. continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have: the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility,
- · decision making in complex and unpredictable situations, and
- the independent learning ability required for continuing professional development.

Expectation of Students

Students are expected to take a programme of study, which requires them to adopt a critical, enquiring, analytical and creative approach to learning - involving the synthesis of ideas, the exploration of alternative models and the ability to deduce relationships. They should demonstrate a critical understanding of the methodologies of the subject discipline. They should also display the ability to communicate and evaluation their ideas and research.

Entry Qualifications

Candidates for a postgraduate programme will normally hold a good first degree in an appropriate (and normally related) discipline. Where candidates do not hold a good first degree they should demonstrate appropriate prior learning and/or experience.

Candidates for integrated masters programmes will normally be expected to meet the admissions criteria as set out for each programme. Transfer from Honours programmes to the integrated masters programme may be allowed at the end of year 1 or the end of year 2. Transfer from an Honours programme to the integrated masters programme will require students to achieve at least a 55% aggregate mark at the end of year 2.

APPENDIX G

APPENDIX G - MSc Validation Documentation

MSc PROGRAMME OVERVIEW

GENERAL STRUCTURE

There are two Interim Exit Awards and one Final Award available:

A) Postgraduate certificate: (Workplace Counselling) - Interim Award

This Certificate is awarded to students who successfully complete the first four Specialist Stream Workplace Counselling Units:

- 1) The Roles of the Workplace Counselling Specialist
- 2) Workplace Counselling Models
- 3) Time Limited Counselling,
- 4) Stress Analysis and Management

B) Postgraduate diploma: (Workplace Counselling) - Interim Award

This Diploma is awarded to students who successfully complete all four of the Units listed above PLUS:

- 5) The Counselling Researcher/Practitioner**
- 6) Developing the Professional Counsellor**
- 7) Reflective Practice****
- 8) Collaborative Practice****

** A Unit taken in conjunction with students on the Counselling Supervision MSc Programme

****A Unit taken in conjunction with all students on all of the other Professional Studies MSc

Programmes

C) MSc in Professional Studies: (Workplace Counselling) - Final Award

Students who complete the 8 taught Units at the appropriate standard, (an average of 55% in all assignments), are eligible to proceed to undertake a Research Dissertation in the relevant field and, if successful, will be awarded the MSc in Professional Studies, (Workplace Counselling). Students who proceed on to the Dissertation but who fail to successfully complete it will be awarded the Postgraduate Diploma.

PREAMBLE TO THE MSc PROGRAMME SPECIFICATION

RATIONALE

The Cert/Dip/MSc in Professional Studies is an integral part of the postgraduate learning and teaching within the School of Social Sciences. It is an existing programme, with a number of Specialist Streams according to the interests of any given student. In this case the relevant Specialist Stream is based on <u>Workplace Counselling</u>. The Professional Studies Programme may be taken on either a full or part-time basis. It provides an opportunity for experienced practitioners and managers in the social, health-care and emotional welfare fields to develop a strong critical knowledge base and range of skills in: -

- a) their own Specialist Field of practice
- b) research in their chosen field of practice
- c) the general professional world of practice within the caring professions

The overall aims of the MSc in Professional Studies are:

- To enable students to examine critically the nature of professional identities and practice, in the contemporary contexts of inter-professional and corporate responsibility
- To provide students with opportunities for critically studying the relationship between theoretical assumptions and practice experience in social and health care services and/or in counselling and psychotherapy
- To offer students training in techniques of data collection, analysis and interpretation
- To enable students to critically consider the ethical and value base for practice in a range of social and health care services and/or counselling and psychotherapy provisions
- To provide students with opportunities to critically study the implications for service users and practitioners of intervention and change strategies
- To assist students in raising their levels of knowledge, perception and powers of reflection and action related to their professional work;
- To enable students to critically consider the issues raised during their studies for professional practice based in a consultative and/or managerial culture.

The rationale for introducing this <u>new Specialist Stream for Workplace Counselling</u> is as follows:

As counselling has become more widespread, it has developed a number of specialist
areas, which require additional knowledge and skills. In addition, as the profession of
counselling matures, there is a need for highly qualified professionals to take up posts
in consultancy, management, supervision, lecturing and research. While there are
Counselling MSc courses in the region, there are none with the focus of this proposed
programme.

PROGRAMME SPECIFICATION - WORKPLACE COUNSELLING

1. There are a growing number of Employee Assistance Programme (EAP) providers, who provide counselling for employees of organisations. They expect counsellors to be competent in using brief therapy methods, workplace counselling models, knowledgeable about organisational culture, organisational operating principles; stress analysis and organisational therapies/consultancy. In addition, EAP counsellors and counselling Organisational Consultants must be able to handle the complexities of

balancing the needs of several different stakeholders (client, employing organisation, EAP Agencies etc.).

- Research shows that these expectations demand the levels of expertise and knowledge that can only be achieved by education and training Workplace Counsellors at a postgraduate level.
- 3. In addition to the EAP Providers and the counsellors who operate on their behalf, there is a growing need for appropriate qualifications and training amongst other counsellors who are directly employed by commercial, governmental and voluntary sector organisations to provide "in-house" counselling for their employees. There is also a significant proportion of private practice counsellors who would wish to undertake training in workplace counselling as a part of their Continuing Professional Development
- 4. This programme fits the University's strategic plan of increasing postgraduate provision, and also provides opportunities for enterprise and innovation in working with commercial and industrial partners.
- 5. This programme provides progression opportunities for current and future graduates of the existing BA Counselling programme.

PROGRAMME STRUCTURE

The Dip/MSc in Professional Studies (Workplace Counselling) Programme consists of <u>6</u> <u>Specialist Stream Units</u> and <u>2 Core Units</u>. The Specialist Stream Units will be taken by students on the Workplace Counselling MSc. The Core Units taken by all students registered for the MSc in Professional Studies. Students wishing to obtain the MSc award will also complete a <u>Dissertation</u> on an appropriate topic.

The Six Specialist Stream Units

The Specialist Stream Units have been specifically designed to meet the needs of experienced professionals in their particular fields, to expand their subject knowledge, to enhance and develop their professional practice. Details of the six Workplace Counselling Specialist Stream units are included in section 11 of the Programme Specification, which should be read in conjunction with this Preamble.

There are 6 Specialist Units, each attracts 15 M-Level credits, (Total = 90 credits): -

- 1) Workplace Counselling Models
- 2) The Roles of the Workplace Counselling Specialist
- 3) Time-Limited Counselling
- 4) Stress Analysis and Management
- 5) The Counselling Researcher/Practitioner
- 6) Developing the Professional Counsellor

There are 2 Core Units

- 7) Reflective Practice
- 8) Collaborative Practice

The two Core Units have been designed to be widely relevant and provide opportunities for contact and experiential learning across a range of disciplines and professions within the social, health care and emotional welfare settings. The Core Units enable students to examine key concepts relevant to subject areas in wider social and political contexts and in organisational settings in which research in social work/social care/emotional welfare/organisational consultancy is undertaken.

Each of the two Core Units attracts 15 credits, (Total = 30 credits): -

The **Dissertation**

The Dissertation is worth 60 credits at M-Level. Therefore, any student who is awarded the MSc will have earned a total of 180 credits.

TEACHING AND LEARNING

Teaching and Learning methods are based largely on small group principles and combine lecture, seminar, role-play, presentation and use of video. To complement the teaching provided by University staff, the Specialist Stream Co-ordinator will, where appropriate, invite suitably qualified and experienced professionals in relevant fields to contribute to the Specialist Stream Units.

Each unit provides students with the opportunity to acquire key generic transferable skills and all sessions are designed to facilitate interaction and encourage them to contribute generally within the caring professions. The use of material from their own professional practices in particular, allows them to apply concepts and theoretical ideas to practical situations and to reflect on their wider relevance in a range of social, health care and emotional welfare settings.

All Professional Studies programmes have a period of induction covering return to study skills relating to Information Technology, (including communication, data retrieval and information searching), which is subsequently addressed as appropriate in all unit courses. In ensuring that a contemporary approach to the uses of Information Technology is adopted, the teaching staff have the support of the Learning and Teaching Support Network for Social Work and Social Policy, a national resource which is located within the School.

ASSESSMENT METHODS

Assessment is by a range of instruments addressing the expectations and specified learning outcomes of individual course units, including essays, individual and group presentations, a critical analysis of case study material and research data, and a dissertation. The design of the programme's assessment tasks has been shaped by an awareness of what is appropriate for experienced practitioners and practice managers who are generally mature students and also likely to wish to attend on a part-time basis. This means that usually they will be attending the university's premises less frequently. The

programme design has also been shaped by the underlying assumptions and imperatives of ensuring that such a programme promotes critical thinking, reflexivity, and research and enquiry skills. Essay Assignments total 2,500 words and Case studies are 3,000 words

The Final Dissertation builds on work undertaken in Specialist Stream and Core Units and provides students with an opportunity to undertake a piece of independent research in a chosen topic integrating both generic and specialist aspects of professional practice.

ADMISSIONS AND RECRUITMENT

The entry requirements for candidates wishing to be considered by either the Workplace Counselling or the Counselling Supervision programmes are that they:

- a) Have a Higher Education Diploma in Counselling plus at least 2 years relevant postqualification experience. This is a MINIMUM level entry requirement. It is expected that most candidates will have a degree in counselling or an allied subject. In exceptional cases, students who can demonstrate a breadth of acceptable alternative learning that is approved by the Programme Co-ordinator may also be admitted on to the Workplace Counselling is Programme.
- b) Be a member of an appropriate professional body with a Code of Practice and a complaints procedure
- c) Hold, either individually or through their employer, professional indemnity insurance
- d) Be prepared to receive any appropriate supervision, mentoring or coaching that might form any of the requirements in any of the Specialist Stream Units.

Details of the programme are regularly updated and sent to regional agencies in health, social care and counselling as a regular mailing. Additionally, written details in the form of leaflets are sent to specific professional markets through agencies, journals and professional communications. There is an ongoing programme of advertising in relevant publications and journals.

In line with the University's Equal Opportunities Policy, individuals are selected and treated on their relevant merits and abilities and are given equal opportunities within the School and the University. The aim of the policy is to ensure that no student or prospective student should receive any less favourable treatment on any grounds that are not relevant to academic ability and attainment. In particular, decisions on admission are based solely on the grounds of academic merit. No restrictions are placed on admission application from disabled candidates. Every reasonable effort is made to ensure that disabled students are aware of and assisted in making use of the support provided by the University; to ensure access to lectures, classes and learning materials; and to ensure that where necessary, appropriate variations to normal assessment arrangements are made.

ACCREDITATION REQUIREMENTS

The Specialist Stream in Workplace Counselling is designed within the framework of the MSc in Professional Studies to provide an opportunity for students to achieve a professional level qualification in this specific area of counselling practice.

GENERAL STRUCTURE

There are two Interim Exit Awards and one Final Award available:

A) POSTGRADUATE CERTIFICATE: (WORKPLACE COUNSELLING) - Interim Award

This Certificate is awarded to students who successfully complete the first four Specialist Stream Workplace Counselling Units:

- 1) The Roles of the Workplace Counselling Specialist
- 2) Workplace Counselling Models
- 3) Time Limited Counselling,
- 4) Stress Analysis and Management

B) POSTGRADUATE DIPLOMA: (WORKPLACE COUNSELLING) - Interim Award

This Diploma is awarded to students who successfully complete all four of the Units listed above PLUS:

- 5) The Counselling Researcher/Practitioner**
- 6) Developing the Professional Counsellor**
- 7) Reflective Practice****
- 8) Collaborative Practice****

*** A Unit taken in conjunction with students on the Counselling Supervision MSc Programme

*****A Unit taken in conjunction with all students on all of the other Professional Studies MSc Programmes

C) MSc in PROFESSIONAL STUDIES: (WORKPLACE COUNSELLING) - Final Award

Students who complete the 8 taught Units at the appropriate standard, (an average of 55% in all assignments), are eligible to proceed to undertake a Research Dissertation in the relevant field and, if successful, will be awarded the MSc in Professional Studies, (Workplace Counselling). Students who proceed on to the Dissertation but who fail to successfully complete it will be awarded the Postgraduate Diploma.

APPENDIX H

APPENDIX H - Unit 1 Lecture

LECTURE 1.2: Modelling workplace counselling and core practitioner competencies

Leaning Map elements are interwoven throughout but indicative samples are shown as [X]

INTRODUCTION

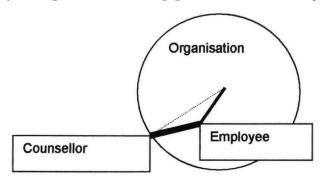
It is a core theme in this lecture, indeed a theme that will be found throughout the entire MSc Programme, that much of counselling generally, and workplace counselling in particular, is overly confined within model-bound "boxes". [10] Very often therapists' adherences to their particular theoretical model or "school" appear to be little more than seeking confirmation of a "preciously determined narrative", (Gergen & Kaye 1992). Is adherence to a particular school either ethical of intellectually honest, or, as Frank & Frank, (1993), put it, "what are the ethical implication of using scientific authority to endorse one or another form of therapy if none of the underlying theories can be true in an objective sense"? This "schoolism", (Clarkson 1998; Cowie & Clarkson 2003) is both a strength and a weakness. It is a strength because it helps to maintain published standards and principles for the various services that the workplace counsellor can offer. It is a weakness because "schoolism"-based conformity/competency norms militate against innovation and therapeutic/consultative risk. [1] My argument is that workplace counselling is currently imprisoned by counselling conventions that are walled with the passionately held convictions of the various theoretical schools' adherents. Therefore, I am suggesting that in order to develop into a professional specialism, one with its own voice, workplace counselling will need to "break out of the box" and to move beyond convention.

WHAT BOXES?

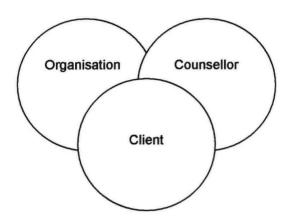
Breaking out of the conventional workplace counselling boxes might be easier if we better understood just what sorts of practice boxes already exist. After all, before the handle can be turned the door must be located! There is already a multiplicity of theoretical models of workplace counselling available. For convenience in this section of Volume 2, they have been roughly divided them into 2 groups: a) stakeholder-centred and b) task-centred.

a) Stakeholder-centred models

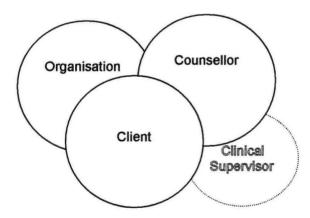
Coles (2003) offers a relatively simple visual description of one way of conceptualising the links between counsellor, client and the employing organisation. What follows in my reinterpretation of Coles' original diagram. [5] The stakeholders in this example are limited to the client, the employee and the organisation. The descriptive emphasis in this model comes from the proposed relative distances between the parties and the thickness of the lines which represent their mutual influences, one upon another. Clearly, this model suggests that the counsellor/organisation link is much more distant and less influential than the employee/organisation link. [6] These links are represented so: -



Coles' model is a useful start to an examination of the interactions involved in workplace counselling. However, it obviously clearly omits a number of other important influences on the workplace counsellor's therapeutic task, (e.g. the role of the clinical supervisor; the demands of the counselling service, the potential impacts of the client's social structures; etc.). Models that attempt to describe the relationships between the various stakeholders have gradually become more and more complex as various theorists have tried to map out more and more complicated psychological interactions. As an example of this growing complexity, the following "starter" model, based on a proposal by Summerfield & van Oudtshoorn, (2000), is suggested. It examines what Greenwood, (1997), calls "The three dynamics of the EAP/Workplace counselling". [5] Such models typically look like this: -



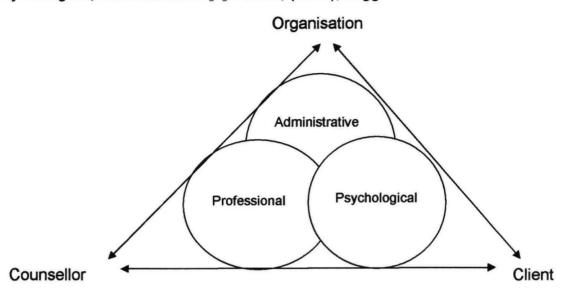
As more and more factors are taken into account, the models begin to become ever more complicated. For example, Lammers, (1999), when working on supervision models, identified "four key roles" in the general therapy-focussed counselling contract. [5] In workplace counselling terms, the four key roles, or key stakeholders, appear to interact so:



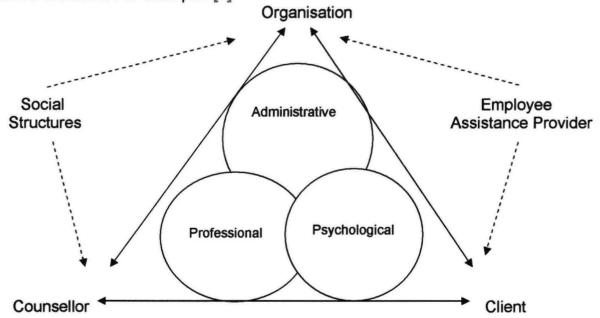
However, for the curious theorist, although each of these models is potentially an improvement on its predecessors, they still omit a number of potentially important factors. Amongst these missing factors are the impacts of workplace Human Resources Systems, the possible demands of Occupational Health Systems, the needs of the clients' line-managers etc. So, it is easy to see how trying to include all of the influences on the workplace counsellor starts to generate ever more complicated, and increasingly complex, modelling schematics. [4] One way of overcoming these problems has been to try and switch from stakeholder-centred models to task-centred theories.

b) Task-centred models

A well-known way of depicting the organisation/client/ /counsellor interaction in task-focussed terms was first described as long ago as 1975 by English and it has since been modified by many writers, (Hay 1992; Micholt 1992 etc.). It is commonly known as the "3-Cornered Contract" and is usually postulated with 3 inter-related tasks - professional; psychological; administrative. [5] Towler, (1997), suggests that it looks like this:



Again, for modern workplace counsellors this model may be insufficient as it omits many potential influences. It might be helpful if some of the other influential factors were somehow included. For example: [6]



All of the models described so far, in both the stakeholder-centred and the task-centred groups, are only indicative of the many theoretical approaches to workplace counselling theories that are currently available. [4]Each has its proponents and each has its detractors. However, as useful as any of these models might have been, it would appear from research, (Claringbull 2005), that they are still far from adequate to illustrate workplace counselling as it is currently practised.

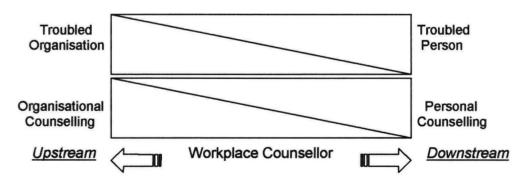
ENTER THE CASE MANAGER

Whichever, or whatever, preferred model of workplace counselling is chosen, there is evidence, (Claringbull 2004 & 2005), that no theoretical analysis would be complete if it omitted the central influence of the counselling service's case managers. The research evidence, (Claringbull 2005), is that this influence is apparently equally important for both In-House and External EAPs, (*Employee Assistance Programmes*), services.

However, quite where this multiplicity of counsellor/case manager relationships fits into an overall model of workplace counselling is far from clear. Furthermore, there might be confusion about just was meant by the term "service modelling". What does it mean in this context? [9] Is it the structure of the employing organisation/EAP contract that matters? Are there significant differences between In-House and External Scheme Models? Some theorists, (Franklin 2003; Coles 2003 etc.), have suggested that we could model workplace counselling according to the chosen therapeutic approach. However, whichever approach is chosen there are two further considerations that need to be included in any proposed workplace counselling modelling.

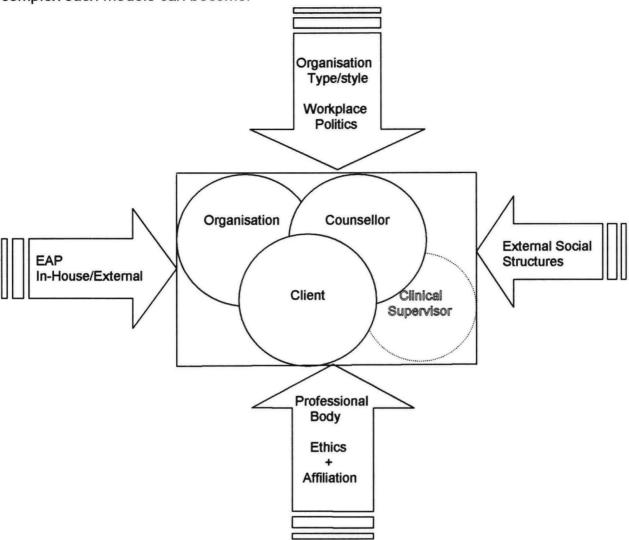
- 1) Firstly, there is the concept that is described by Egan & Cowan, (1979), as "the upstream/downstream focus". In the downstream case, the counselling interventions are targeted at the "sick" workers. In the upstream case, the interventions are targeted at the non-clinical population in an attempt to "cure", maintain or improve organisational emotional health.
- 1) The second consideration is what Towler, (1997), describes as being an "alliance continuum". Counsellors will move along this continuum according to whether, (or not), they might feel more, (or less), allied towards either the organisation or the individual. This positioning might come from a personal belief or it might be imposed by the Employer/EAP/Counsellor contract.

Combining the "upstream/downstream" focus with the "alliance continuum" could provide the following schematic: [6]



It can be seen from my comments so far, that modelling workplace counselling is a complex business. [3] There have been many attempts to do so, each one more complex than its predecessors. Reviews of the many possible examples can be found in Summerfield & van Oudtshoorn, (2000); Coles (2003) and in the work of many other writers. These, and the many other theorists, have tried to model what Tudor, (1997), calls "the complexity of contracts". By this he means the various inter-linkings between the counsellor, the client and the employing organisation. However, this burgeoning complexity also weakens these various models because as the complexity ever expands it is likely that understanding, (except perhaps amongst a few initiates), will decrease.

The following "doodle" is my attempt to try and include most of the factors in a more comprehensive model of workplace counselling practice. However it is far from exhaustive and it has no research-based validity. What it does do, however, is to illustrate just how complex such models can become: -



[3] This model is so complex that it appears to becoming quite unmanageable. As these models evolve there is also a tendency for them to attempt, (and probably fail), to become more and more therapeutically confining. Therefore, I am suggesting that the forward it is to break free from what is, in effect, a therapeutic prison. The prison walls are the built up by the growing model complexities. [2]So, perhaps it is now time to find a different approach to ways of depicting workplace-counselling theory?

WHY SHOULD WE BREAK OUT OF THE BOX?

My own research, (Claringbull 2003; Claringbull 2004; Claringbull 2005), has shown that there are considerable differences of opinion amongst practitioners about ways to approach the theory and practice of workplace counselling. Some see its proper function as being tightly focussed onto targeting the overall emotional-health needs of individual worker. Others see a need for a much wider, systemic concept that includes not only the needs/influences of the individual client's employers but also takes into account any other key influences in the client's psychological and social structures.

In terms of the needs of the individual worker, some see improving the client's emotional well-being as the primary counselling goal whereas others see the desired outcome to be sending a fully functioning, "repaired human machine" back to the workplace. The "worker repair" response might not be such dismissive attitude to individual welfare, as it seems. For example, in a study of a financial organisation by Hampden-Turner, (1994), it was found that the quality and style of the customers/service-staff relationships closely mirrored that found in the service-staff/managers relationships. These in turn mirrored the quality of the relationships between the managers and the directors. In other words, if emotionally dysfunctional workplaces can create emotionally dysfunctional employees, then it is possible to suggest that the reverse can occur. Could creating emotionally healthy workplaces lead to creating emotionally healthy workforces? Alternatively, could a "cured" worker "cure" a "sick" workplace? A illustration of the "curative worker" effect can be found in Carroll's (1996), account of significant improvement in what, when he originally visited it. had been a "problem" school. At a later re-visit he found that the school had greatly improved. This was apparently due to the positive influence of a newly appointed, emotionally healthy, staff member who felt strong enough to challenge the old, dysfunctional culture. It would appear that the emotionally healthy worker was the catalyst for generating an emotionally healthier workplace, which in turn induced emotional health benefits for the rest of the staff and pupils.

[4] Axelrod, (1999), argues that it is likely that a workplace counsellor's clients are bringing to the therapy sessions ideas, feelings and behaviours relating to their work that mirror similar ideas, feelings and behaviours found elsewhere in their lives and in their personalities. In other words, from a psychotherapeutic point of view, the client and the employing entity are not easily differentiated. Axelrod's reasoning implies that clients and their employing entity are psychologically symbiotic. Hampden-Turner's finance house findings, Carroll's school observations and many other similar studies, (Fullan 2000; Wallace 2000; etc.), combine to suggest that it is possible to take an overarching view of the worker/organisation psychological symbiosis. In these terms, the psychological interactions between workers and organisations could become an endless loop in which workforce psychological well-being affects workplace psychological well-being which in turn affects workforce well being and so on, round and ever round. [9] Therefore, if workforce psychological well being and workplace emotional health are merely two sides of the same coin, then the implication is that workplace counsellors could legitimately concentrate on workplace psychological health. [10]

Therefore, I am suggesting that this leads to yet another possible approach to workplace counselling. It is one that at a surface level seems to be quite radical and one that will seem to some to turn many of the conventional "counselling wisdoms" upside down. the possibility that we could fade the workplace counsellor's individual clients into the background and concentrate on providing a therapeutic service to a "sick organisation". There might well be beneficial personal effects for the individual workers but that is not necessarily the primary aim of the counselling at the point of delivery. [3] Furthermore, at the point of delivery, benefiting individual clients may not even be a secondary aim of the therapeutic intervention. It might not even be "on the radar"! The emotional health of the workplace would become the focus of attention and treatment! Of course, in suggesting this I am going beyond many concepts of counselling or counselling ethics that have traditionally been professionally acceptable. Or am I? [1] [2] [3]

There already is an alternative view to the "client is king" attitude to workplace counselling. Workplace counsellors who only work with emotionally dysfunctional employees might, in some circumstance, be seen as merely "plastering over the cracks", (North 1996). One

way in which this could happen would be if the root causes of the dysfunction were not within the employee's emotional field but within the employing organisation itself. In such a case, is it ethical to treat the worker in order to ameliorate the negative psychological effects of the workplace? Are we altering the individual client to artificially fit the workplace when perhaps social justice suggests that the workplace should be altered to fit the general workforce? In such a case, does the counsellor have an ethical duty to try and point out the real causes of the worker dysfunction? After all, taking such a wider view could potentially benefit all of the workforce and not just the originally presenting client. Interestingly, a number of studies, (Gyllensten et al 2005; Bailey 2002; etc), have identified worker resistance to taking up workplace counselling. Could it be that the real reason for this resistance is that the workers believed that by asking for personal help, that they were also accepting responsibility for some emotionally adverse workplace circumstances that were beyond their control? [7]

So, the thrust of the argument now is that in order to be fully effective, that workplace counsellors must consider breaking out of the "orthodox practice boxes". These are boxes that seem to me to entrap their client-led colleagues. Sometimes, perhaps the "client-king" must be deposed! In such cases we need to break out from orthodoxy and break into the real causes of emotionally dysfunctional workers and workplaces! [1] [2]

PREPARING TO BREAK OUT

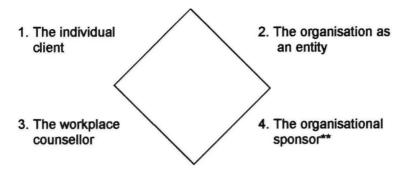
The basis of my suggested "escape route" is to downgrade the importance of the individual clients. Of course, for many counsellors, (probably for most of them), dismissing the individual client from the centre of the therapeutic process is simply heresy. Actually, however, the idea of working therapeutically with an organisation as an entity is not such an original thought. In psychotherapy's infancy, Jung drew our attention to the consciously unacceptable parts of the personality that he referred to as the ego's "shadow". Egan, (1994), linked the Jungian concept to the notion of a shadow within the culture of an organisation. By this he meant the significant activities within an organisation that remained unidentified and/or undiscussed. Bridges, (1992), suggested that the objectives, beliefs and tasks openly proclaimed by an organisation can usually be paired with an opposite, covert, actual intention. From time to time, one or the other of the items in each pair becomes prominent. The less prominent, or unacknowledged, items from all of these pairs combine to create an organisational "shadow". Rose, (2001), investigated this concept further. She enquired into the nature of organisational shadow lying behind the alleged Organisational Development-Needs advocated by a group of Human Relations managers of a multi-national employer. She found that all of these alleged needs could be subsumed under themes around "integrity". She further found that her research group viewed other parts of the employing organisation as often lacking integrity. In other words, these managers operated on the implied basis that there was a covert, possibly unacknowledged, company culture based on inadequacies within other parts of the organisation.

This seems to mean that it is arguable that an organisation can become emotionally dysfunctional. Therefore, if the employing entity itself can become a legitimate target for workplace counselling interventions then workplace counsellors might indeed "break free"!

THE BREAKOUT

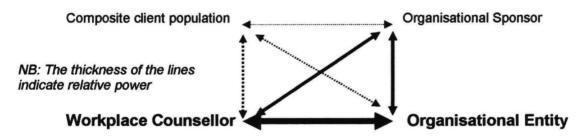
How could this breaking free be modelled? One way would be to take, as a theoretical basis, Walton's (1997) schematic in which counselling seen as an influence or an agent in organisational change. Using this model as a foundation, it is possible to develop some

very "out of the box" thinking to support my "counselling apostasy". This is how Walton describes what he called "the 4 Dimensions of the Workplace Counsellor's Role":



** "Sponsor" = the person(s) WITHIN the organisation to whom the counsellor interfaces and who <u>actually</u> influences/controls the relationship between the counsellor and the organisation.

In Walton's approach, each one of these "4 Dimensions" is equally important. However, if they are re-modelled in a way that parallels the "4 Gateways Paradigm" used in Cognitive-Behavioural, then a possible model of workplace counselling could look like this:



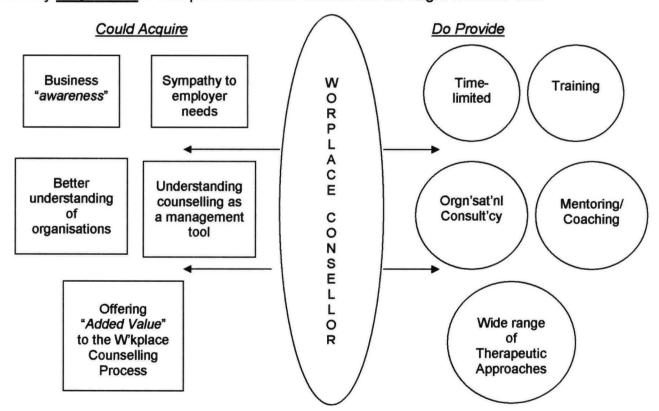
In this model, the consultative intervention is targeted at two facets of the Organisational Entity. The first facet is the composite worker population and the second facet is the social structures of the employing organisation. In the case of an emotionally healthy workplace the counsellor's interventions are prophylactic. In the case of an emotionally dysfunctional workplace the counsellor's interventions are therapeutic. This model addresses both the upstream and the downstream needs at the same time. However, any individual worker benefits only as a <u>by-product</u> of the overall workplace counselling process. <u>This is a model targeted at counselling the organisation and not the individuals!</u>

Another approach to a "breaking free" model can be found in the work of Orlans & Edwards, (2001). [8] They have a different view of ways for workplace counsellors to intervene at an organisational level. Orlans & Edwards suggest that, "In the dynamic between counsellor, client and organisation, it is often the organisation that is left without any healing and change process". They go on to propose what they call a "systemic counselling field" model of how workplace counsellors might help to heal the organisation. The counselling "field" referred to is the organisational context in which the problem(s) arise. The problems, including both individual and organisational difficulties, are owned by the whole system. In this model, the counsellor's intervention is initially targeted at identifying linked solution strategies for both the organisation and the affected individual(s). In co-operation with the relevant parties, including management, these strategies are implemented and where necessary facilitated by the counsellor. Next the counsellor, in conjunction with the organisation's agents, observes the effects or outcomes. These results might in turn generate the need for additional counselling interventions.

[4]The essence of Orlans & Edwards approach is that rather than bring in counselling as an "add on" concept in times of difficulty, that counselling is seen as an integral, embedded, element in managing the organisation/workplace. So, rather than being a "special" activity, counselling and counselling methodologies are routinely interwoven into the organisational structure. In my view, Orlans & Edwards work supports the suggestion that organisations too can become sick and therefore need their own healing. Assuming this is so then it is reasonable to suggest that as sick organisations "convalesce" that the emotional health of its workers might also improve. It therefore seems arguable to suggest that sometimes the sickness of the organisation could, or even should, be of more concern to the workplace counsellor that the dysfunctions of the individual worker. Therefore, it might become necessary to break free from some of the professional constraints of traditional counselling and this might mean breaking free from client-centred approaches and break into organisational therapy.

ANOTHER WAY OUT

A different means of freeing the workplace counsellor from traditional counselling orthodoxy might be to focus away from the assumed needs of employees and their employers and to refocus on the actual or potential skills of the workplace practitioner. My own research has produced a list of skills/abilities that EAP Managers would like to see counsellors provide. [8]Other writers, ("Coaching" - Pointon 2003/Carroll 2003; "Time-Limited Therapy" - Jenkins et al 2003; "Mentoring" - Stokes 2003; etc.), have argued that there are yet further skills/abilities that workplace counsellors either <u>could acquire</u> or already **do provide**. Perhaps a counsellor-centred model might look like this:



THE BOX IS BROKEN

[1] [2]So, summing up the import of the section of this masters-programme so far, leads to the argument that it is indeed quite possible for workplace counsellors to "break out of the box". This would mean breaking free from the traditional, orthodox, concepts of counselling generally and workplace counselling in particular. This might be possible but will workplace

counsellors free themselves from any unnecessary professional and organisational restraints? Will they develop their skills so as to be able to offer help to the organisation as well as to the worker? We can't yet know but that the next 5 years might be very interesting for counselling's "heretics"!

APPENDIX I

APPENDIX I - Unit 2 Lecture

LECTURE 2.1: Overview of the Workplace Counsellor's varying roles and the aims of this Unit

INTRODUCTION

There is strong evidence to suggest that the quality of interpersonal relationships is a key factor affecting organisational performance, (Nuttall 2003). Clearly optimal performance means more than just economic viability, because for many organisations, (health services; social welfare; education; etc), effectiveness will equally include the delivery of an acceptable quality of "product". This "expectational shift..." seems to be increasingly true for the more traditional, profit-based organisations. "The rules for work are changing ...We're being judged by a new yardstick ...how well we handle ourselves and each other", (Goleman 1998). It appears that "good management is essentially about harnessing and optimising interpersonal relationships", (Nuttall 2001). This "shift" also seems to be true for the less-traditional organisations and those whose focus is centred on interactions between people, (Mann 2004). Therefore, if workplace counselling is to be seen as something more that simply working with a "sick" client who just happens to be an employee, then the workplace counsellor's specialist role is only likely to become differentiated if it is seen in the context of the needs of the various organisations within which the counsellor operates. [1] [8]

It can be argued, (Walton 1997a), that worker-clients' self-presentations mirror their experiences of their employing organisations. Further, it has been suggested, (Crandall & Allen 1982), that the development of a therapeutic relationship must be understood in terms of the background organisational context. Although Crandall & Allen were actually referring to individual therapy there seems to be no reason why this principle should not equally apply to interventions targeted at an organisation's emotional/psychological health. Most counsellors will be familiar with the vast literature, from Freud onwards, that purports to explain individual emotional growth and development. The many approaches to emotional therapy for individuals are based on various interpretations of that knowledge. Therefore, if the workplace-counselling specialist is to address the emotional health of organisations, then the various explanations of organisational emotional development will also need consideration. The workplace counsellor needs to understand organisations!

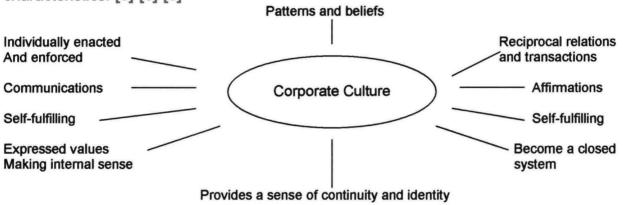
UNDERSTANDING ORGANISATIONS

Many authors have written about organisational types, [1] (Handy 1995/2004; Peters & Waterman 1982; Ouchi 1981; etc). For example, Handy, (1993 etc.), refers to some organisations as being "boss centred", "task centred", "culture based" and so on. Many of these writers refer to differing "organisational cultures" when they actually seem to mean differing organisational types. In addition, most of these writers seem to ascribe quite different meanings to the term "culture", (Palmer & Hardy 2000). Culture itself appears to have no commonly agreed definition and this includes its broader anthropological usage, (Borowsky 1994; Ortner 1984). [7] It is arguable, (Alvesson 2002), that the term "culture" is often used when the actual object of study is an organisation's social structure. As Geertz (1973) puts it "... culture is the creation of meaning through which human beings interpret their experiences and guide their actions... social structure is the form which action takes ... network of social relationships which actually exist ..." It is arguable that structure can be changed by decree but culture change needs more subtle drivers.

A number of authors have made assumptions about the social structures that organisations can adopt, (Weick 1987 -"mechanistic"; Alvesson 1995 -"high-tech and knowledge-based"; Sheehy & Gallagher 1995 - "virtual"; etc.). Modern social phenomena such as globalisation and labour mobility also shape the social structures of organisations, (e.g. review by Thompson & McHugh 2002). However, "structure" implies a knowable, fixed, corporate entity although experience tells us that corporate entities are much more malleable and often our sense of conscious "knowing" about their structures actually conceals an unconscious ignorance - "What is well 'known' is often the least known", (Gitterman & Miller 1989).

ORGANISATIONAL CULTURE

Many authors have attempted to describe organisational culture, (Harrison 1972 & 1973; Galbraith 1997; Peters & Waterman 1982; Weisboard 1978 and many others). Most of these systems appear to be "closed" in that the description has hard boundaries such as "skills", "staff", "rewards" etc. However, "The essence of a culture is not what is visible on the surface", (Trompenaars 1993). By their very nature, cultures are difficult to define and any attempt to do so will ultimately have fuzzy boundaries. A typical example of this genre comes from Hampden-Turner, (1994), who viewed corporate culture in terms of influential characteristics: [5] [6] [8]



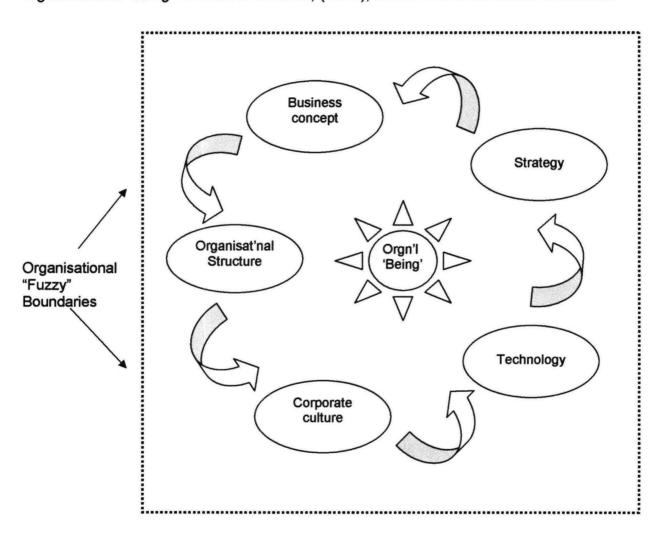
The problem with these earlier, more systematic, ways of viewing organisational culture is that essentially each is only as useful as the varying, and probably idiosyncratic, definitions of the individual elements permit. What is more likely, however, as Hall (1959) puts it, "culture hides much more than it reveals". Therefore, organisational culture appears to be more a "moveable feast" and at best we can probably only use it to reflect the multiple layers of organisational life, (McLean & Marshall 1988). Put another way, these models tend to actually view organisational culture through a kaleidoscope and not through a microscope as some of the systems- based authors imply! Many theorists have made differing assumptions about what group/organisational cultural expectations might include (Hofstede 1990; Trice & Beyer 1993; etc). However, Alvesson, (2002), suggests that most cultures have the following features in common: [3] [7]

- They are related to history and tradition
- They have depth, are difficult to grasp and account for and must be interpreted
- They are collective and shared by group members
- They are primarily ideational in character, having to do with meanings, understandings, beliefs, knowledge and intangibles
- They are holistic, inter-subjective and emotional rather than strictly rational and analytical

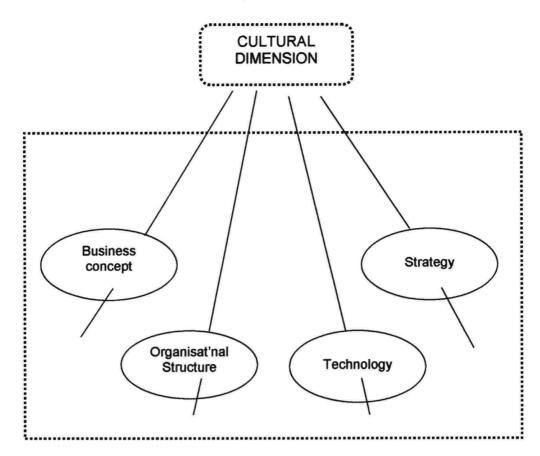
It therefore seems possible that an organisation has <u>cultural drivers</u>, (history, interpretations, idea, values, beliefs, emotions etc) and <u>social drivers</u>, (the social structures that permits the surface form of the organisation's purpose or task to proceed). [4] However, both of these drivers represent ways of describing and explaining the various interpersonal and intra-personal interactions that constantly occur, re-occur, change and evolve in organisational life. It would of course be quite possible that these two sets of drivers could act in conflicting directions and could therefore result in organisational discontinuity and stress, (Alvesson 2000/2002).

CULTURE AS AN ORGANISATIONAL FUNDAMENTAL

The definition-bound approaches to understanding organisations discussed so far, tend to suggest that they are subsystems within the organisational whole. One view of organisational "being" is that of Alvesson, (1995), which I have amended as follows:



In this model "culture" is seen as an organisational subsystem. [3] However, given the somewhat nebulous nature of culture as a descriptive term, and given the somewhat loosely-defined ways in which it seems to interact within organisations, it might be better to see culture as an influence rather that as a specific subsystem. This allows us to take a much looser and ever-changing view of the psychological forces operating within an organisational system. Alvesson, (2002), expresses this "osmotic" concept as follows:



As these various explanations/descriptions of organisations fade in and out of focus and become more or less applicable, it might be helpful if we could find a very different, workplace counselling-based, approach, one that ideally would pass these complexities by. If Workplace Counselling is to become a recognised speciality then it will need to develop its own view of corporate being. Clearly it is essential to understand the "patient" before "treatment" can begin! The "big question" becomes:

What can workplace counsellors bring to the understanding of organisations?

A COUNSELLING WAY TO UNDERSTAND ORGANISATIONS

No doubt explanations of organisational structures, cultures and behaviour will continue to proliferate as long as successive managers, social/occupational psychologists and other theorists continue to propose them. Counsellors however, will tend to seek explanations of organisational structures/culture/being in term of the myriad of interpersonal relationships that arise within the organisational milieu, (Coles 2003; Carroll 1996 and many others). This is a useful approach when the focus is on individual counselling but workplace counselling specialists will also need to be able to focus on the organisation's overall health. Indeed their likely employers, mainly the EAPs, demand this "helicopter view" of organisational psychology, (Claringbull 2004 & 2005). It seems that as well as "treating the wound", (the "sick" worker), workplace counsellors will also be required to "treat the sick body", (the "maladaptive" organisation. Not only that, but the workplace Practitioner will also be concerned with helping to yet further improve the already "well" and to refocus away from only working with clinically-demanding workers or employing organisations.

Nuttall, (2001 & 2003) argues, that understanding organisations and their management is mainly about understanding relationships. Clearly understanding and explaining intrapersonal and interpersonal relationships is also a primary task for counsellors, that is what counsellors <u>do</u>! Therefore, it is arguable that at the relationship level is the point at which it might be possible to subsume the needs of the individual client and the needs of the organisation under one overarching model of workplace counselling. Walton, (1997b), argues that there is no overall model of workplace counselling that takes into account both worker and employer needs/systems or one that can also work at the interface between the two. If we were to envisage organisational interactions as being metaphors of interpersonal interactions then we might be able to approach a theory of organisational behaviour and a theory of individual worker interactions that unite in one "meta-model".

A RELATIONSHIPS VIEW OF ORGANISATIONAL COUNSELLING

Counselling generally is now increasingly tending towards being "model-free" and to offer an over-arching explanation of the intra/inter-personal interactions that occur inside and outside the counselling room. (Clarkson 1998: Norcross & Goldfreid 1992; etc. etc.). In a way that mirrors the counselling process, management and corporate-being is also very much concerned with people relationships. Therefore it is arguable that descriptions of the relationships that are allegedly found in the counselling room might also be applicable to organisational life, (Nuttall 2003). One useful analysis of the therapeutic relationship describes it as occurring in 5 states or modalities, (Clarkson 1995 & 2003). It is essential to note that these modalities are not developmental stages but simply ways of describing interpersonal, psychotherapeutic, interactions that occur, re-occur and overlap as necessary. In counselling terms, these 5 relationships are defined in terms of client/counsellor interactions. In organisational terms these relationships can include that of worker/manager, worker/organisation, worker/colleagues and workforce/corporateentity. For the workplace counsellor, who might be treating the wound, ("sick" worker) or the body, ("sick" organisation), the relationships model can be a useful diagnostic tool that permits treatment plans to be derived. Further, as I shall be arguing, as it bypasses the "worker-client/organisation-client" choice dichotomy that Walton suggests undermines achieving an overall model of workplace counselling, a relationship approach might prove to be a more useful, workplace counselling-based, way to better understand organisations.

Clarkson, (2003), proposes a model of the therapeutic relationship as a series of psychological interactions that occur within a framework of Five Modalities. These are: [2] [5]

- 1. The Working Alliance
- 2. The transferential/counter-transferential relationship
- 3. The reparative/developmentally-needed relationship
- 4. The person-to-person or the real relationship
- 5. The transpersonal relationship

My argument is that it is possible to view these five modalities in terms both intra/inter – personal interactions and inter/intra-organisational interactions.

- The Working Alliance: In psychotherapeutic terms it is the working contract between therapist and client. In organisational terms it is the contract that specifies the worker's obligations and what is to be received in return. However, if seen purely in management terms, then the true emotional demands on, or of, the worker, the management and the organisation might be unacknowledged. This "psychological work contract", (Schein 1988), is based on "an unwritten set of expectations that govern the relationship between the employees and the management..." (Argyris 1970). Clearly, if the demands of the overt "business contract" conflict with the demands of the covert "emotional contract" then both individual and organisational psychological health could be affected. [8]
- 2) The Transferential Relationship: Psychotherapeutically this is the usually unconscious relationship between the covert "emotional baggage" carried by both client and therapist. In organisational terms it can occur in unwarranted or inappropriate interpersonal inferences and assumptions that can have negative effects on worker/organisation relationships, (Bion 1968; Nuttall 2001; etc. etc.). Clearly a major source of adversarial organisational politics, (Schwartz 1990), unrecognised and unresolved transferences can produce both a "neurotic worker" and a "neurotic organisation", (de Vries 1991).
- 3) The Developmentally-Needed Relationship: Psychologically, the relationship is viewed as one in which the therapist intentionally provides corrective or (Clarkson reparative emotional experiences for clients, 2003). representation of this relationship in organisational terms is to see it as a way to motivate/encourage/facilitate staff in improving themselves, their abilities and their workplace performances. Such policies/programmes "accentuate the positive", (Peters & Waterman 1982), and providing them is often expressed in terms of "servant leadership", (Spears 2002), as this is a process in which managers help people to grow rather than simply, and usually ineffectively, "commanding" them to do so. Workplace counsellors operating in organisations wherein such a corrective experience seems necessary may well be providing. Motivational Therapy, Mentoring, Coaching or similar interventions, all of which are potential specialist, possibly embedded, roles for the workplace counsellor that will be explored later in this Unit.
- 4) The Person-to-Person Relationship: When a genuine acceptance of the actual life experiences of the persons involved, (client/therapist), is in place then the relationship between them is said to be "Real", (Yalom 1980). It is a sense of genuine personal and interpersonal awareness, each of the other. However, such enhanced awareness can bring threats as well as benefits, (Spears 2002). "Honesty may not always be the most comfortable policy!" Useful and effective person-to-person relationships in industry might result in people prepared to contribute to the common good irrespective of status or official role designations. Contributing towards promoting such inter-personal understanding and acceptance is a clear, specialist role for the workplace counsellor. However, when becoming aware of reality sets up negative forces such as fears or existential concerns, (redundancy, loss of freedom, loss of integrity etc), then a sense of individual and or organisational psychological discomfort might be generated. Again, the workplace counsellor has a specialist and unique role to play in identifying such conflicts and helping to resolve them.

5) The Transpersonal Relationship: Psychotherapeutically this is the spiritual; the numinous; the inexplicable; modality of interpersonal relationships. In organisational terms this can lead to <u>dis</u>-organisation, (Peters 1992). In opposition to clear corporate goals and objectives, the transpersonal functions of an organisation lie in that which is often unspoken and unacknowledged, at least until after the precipitating events. It is a modality of organisational psychological health that can be powerful in promoting creativity, team building, corporate envisioning and so on. If misunderstood, or inappropriately engaged with, the transpersonal can become a force for an organisation's emotional ill-health as creative disorganisation devolves into threatening, and often frightening, chaos.

"Though unwritten, the psychological contract is a powerful determiner of behaviour in organisations", (Schein 1988). My argument is that the unwritten psychological contract can also be a powerful determinant in an organisational entity's own behaviour. [1]

Clarkson, (1995), has suggested the following diagnostic framework for determining organisational and worker emotional dysfunctioning. Its value will be further assessed in a later lecture:

7			
RELATIONSHIP	CONTRIBUTION TO THE ORGANISATION	HUMAN MOTIVATION	SIGNS OF DYSFUNCTION
Unfinished	grit in the oyster	completion & resolution	fixed, disruptive patterns of relationship
Working Alliance	achieving organisational tasks	competence & productivity	task dominated culture sterile, work-driven, climate
Developmental	developing the organisation human resources	growth & learning	neediness, over/ under protective of staff
Personal	developing working working community a healthy culture	intimacy, friendship community	conflict, competition false amity, loss of task focus
Transpersonal	developing wider organisational mission and purpose	being meaning connection	meaninglessness anomie, boredom, disregard ethics

In sum, it seems that psychotherapy can offer a useful way of investigating corporate life. [2] Therefore, workplace counsellors, whose inherent skills enable them to view the employing entity in terms of what have hitherto been the territorial imperatives of the client-led psychotherapist, [4] might indeed be bringing workplace counselling specialist skills out from the peripheral confines of the therapy room and directly into the core of organisational life.

INTERVIEW TRANSCRIPTS

OVERALL SUMMARY

NOTE: The Highlight Colours used in this Summary are repeated in the analysis of the raw data that is set out in the following pages. This summary follows the format of the original questionnaire.

<u>Question 1)</u> My investigations to date indicate that Workplace Counsellors with a recognised and validated, postgraduate qualification would be would be attractive to potential stake-holding employers providing that the employers had a role in its design and delivery.

a) Do you agree?

The overall consensus was a very emphatic "YES!" There were NO dissentions

b) If you do agree, what input would you like to see from the stakeholders?

Most of the participants wanted to see selected staff from current Service Providers appointed as Visiting Lecturers so that students could learn about the realities of Workplace Counselling as actually practiced at the time. They all felt that it was important to link the stakeholders into all parts of the MSc Programme from its initial conception to even perhaps seconding students onto placements

Question 2) What do you feel that you personally could contribute to the design and delivery of a postgraduate workplace counsellor training course?

All of the participants were eager to lecture/teach the topics/subject areas that were of particular personal interest to them - Brief Therapy; Trauma Work; Business Awareness and so on. All of the participants felt able to contribute in some way to providing, delivering or supporting the proposed MSc Programme.

Question 3) I have set put on a separate sheet the likely structure of a new Workplace Counselling MSc course. Please comment on it as follows: -

i) The overall content

All agreed that it appeared appropriate but that "the devil was in the detail". They especially welcomed the fact that the programmes will be delivered in 1-week blocks, as this would make it much easier for them to support any of their own staff who wanted to attend a unit.

ii) The individual units

Generally OK: The idea of eventually having a choice menu of some "Stand Alone" Specialist Units was welcomed as a way of responding to varying demands from the employers.

iii). Is the programme sufficiently inclusive? Is there anything that could be added to the proposed programme or that should be taken out?

Again, generally speaking all the participants were in overall favour with no specific items seen as either missing or unnecessary. Some of the participants made comments about additional material that could be included although this demand will be better examined as the course is "fleshed out"

Question 4) Do you have a model of workplace counselling? If so, could you please describe it?

Lots of differing views: However, most of my participants wanted the needs of the organisation to become as central as the needs of the individual client In addition, all of my responders felt that the existing, or expected, skills range or the types of services offered by many current workplace counsellors is far too narrowly based.

Two specific and unlooked for findings emerged;

- a) A major area of consensus amongst 5 of the participants, (AP; RT; AC; JW; MW), was the emphasis on the central importance of the role of the EAP Management Team in the interactions between the workplace counsellor, the individual client, the client's employers and the Providing Agency. This led to the concept of a "Case Manager Centred Model" of workplace counselling which is developed in Volume 2
- b) One participant, (HF), proposed an "Orbits Model" of workplace counselling and this is developed further in Volume 2

Question 5) Any other comments?

Generally very supportive of the proposed WP training programme. Two interesting comments:

- 1) There may be a need to specifically train those who would be the managers of workplace counsellors, (HF: p92). In other words, if there is a need to train the workplace practitioner at a postgraduate level then equally there is a need to similarly train those counsellors' managers
- 2) One participant, (AP: 55), likened managing counsellors to being rather like herding cats! A sobering thought for anyone facing the extremely daunting task of trying to train these "counselling cats". Although only meant light heartedly, this apparently "throw away remark" actual underlines the importance of including the stakeholding students in all aspects of the design and delivery of the training programmes so as to meet their needs too.

INDIVIDUAL TRANSCRIPTS

TRANSCRIPT NO 1: A P - (2/5/05)

- (N) Question number 1 (this questionnaire is only a loose framework, we can vary as we need to of course), is my investigations to date recognises that counsellors with a recognised postgraduate qualification will be attractive to potential employers. I just wondered how you would react to that statement.
- (A) Very much so. We're lucky, we have them within our case management team and they have workplace experience and they also do in our telephone counselling team as well and it gives you a very different animal to work with and it gives you a clinician who can work very much more easily within the EAP context and indeed can have very much more significant relationships with those people within the workplace.
- (N) Ok, these people you're talking about, their qualification is mostly through experience then presumably?
- (A) Yes they've all been employed, certainly all our clinical team that we employ within XX have all workplace experience before they became counsellors. Some of them became managers in large corporate and that makes a significantly different person.
- (N) Right so if we could impart some of that in some of the courses I'm talking about, that could add to the attraction for yourself.
- (A) Very much so. And certainly for our external, our affiliates, if they've got workplace experience too, then it just leaves you feeling a lot more confident if you like and certainly with specific pieces of work that you may be doing, like return to work, where there is a specific focus, some clinicians really struggle with that because it is a specifically focused piece of work whereas if they do have workplace experience then they know that that is one of the greatest concerns in the workplace today.
- (N) So as you obviously do agree that's the case (that the qualification or training will be useful) as an overall or general idea what input do you feel that stakeholders such as yourself could put into that?
- (A) I mean I suppose its training, its spending time with people. In some respects, I know trying to get workplace attachments in today's world is almost impossible, but I think a lot of it could be done by people from EAPs actually taking an active part in spending time with those people and passing on their own work experience. But very very difficult for people to gain that commercial nouse when they haven't had hands on experience, so the next best thing is for people to actually talk to them about it.
- (N) Its real life experience and real life practitioners in the real world as it is now. A number of people have said something very similar so thank-you. Now on a personal basis do you feel that could or would want to contribute to the design or the delivery of a postgraduate training course?
- (A) Imean I could Norman; time is of the essence really. I mean we are growing so fast thank goodness but it puts a huge amount of pressure onto all of us but if that was a goer on the odd occasion then I would certainly be happy to think about that. But also to see any materials and to go through with you in a way like we are doing now, would be very happy to do that. I would be happy to continue in supporting in this way and maybe on the odd occasion actually taking a training course.
- (N) Do you mean coming on as a student or did you mean leading a course?
- (A) Coming along and just doing perhaps even a couple of hours as part of a module that somebody else was leading but just that I come along and talk about the essence of workplace; some of the pit falls that we really have to think around; around sort of note making and papers being called for; our relationships with HR; the legal part of what we do; the way that we get involved in HR; occupational health teams; some of specific things we do; some of the specific focuses we have in our counselling work which may be interesting. I mean I would do that with my HR hat on but also with the EAP side as well.
- (N) We are very keen that we get a lot of visiting lecturers or visiting tutors from the external work, not just another University; we've got academics coming out of our ear holes! We want some real people.
- (A) I'm not one of those, I'm not an academic!

- (N) Don't be sad about it, be glad about it! Now the actual course which we are planning to start in October, which obviously is subject to re-design at all times, I don't know if I made it clear on the sheet but they're done in weekly blocks so it can enable people who are working to get slices of time off. I don't know if you've got that sheet available which lays out the structure of the course?
- (A) Yes it's got the individual units.
- (N) Yes that's right. First of all have you got any thoughts about the overall content of the course, just very generally, is it somewhere near, has it got to be altered, how do you feel about it?
- (A) I think it's quite near actually. Let me just quickly have another look. Time limited counselling good, stress analysis. Bullying harassment, have you got anything around that?
- (N) Not specifically no.
- (A) I suppose that would come in with the stress thing though wouldn't it.
- (N) It might do. The plan is that that stress one is...the idea of that is that's the first of what's going to be a little menu of courses and you can chose anyone from which will certainly include things like bullying, harassment. So that you could either chose a course that suited you on the MSc or as an outside person you could just come in and just do a one off. So if you decided that you needed to learn more about bullying and harassment than you do already even though you're an experienced workplace counsellor, you could come in and just do that course.
- (A) That makes it so accessible.
- (N) That's the idea and it also means we can react to the market as it is. Going back a couple of years it was all alcohol and drug addiction and now nobody seems to be bothered about that and it's critical incident and stress and next year it will be something else I suppose.
- (A) That's right and I think that's a good reflection.
- (N) Ok, so the individual units themselves just looking at them, very difficult for you to say I know but have you any thought about them as such, about what they ought to have in them or not?
- (A) I haven't looked at it Norman in that detail.
- (N) Don't worry about it because it's almost an unfair question because you really need a detailed plan of each course to be able to comment properly.
- (A) I do really just to say yeh I like that or what about this or what's the accent, etc. so I probably do need that.
- (N) Ok, that's fair enough. Anything you'd want to either add in or take out of the program?
- (A) No. The thing I like about it is the flexibility. The flexibility of attendance, the flexibility of each of the studies I think is good.
- (N) Ok, that's fine thank-you. Models of workplace counselling, I wondered if you had any idea of that? Now what I'm thinking about here is not so much in-house, out-house, I'm thinking in terms of the relationships between the counsellor and the client, the organisation, yourselves etc. Have you got any thoughts about that?

Indication of a Case manager approach to modelling WP counselling

(A) Don't know whether I understand the question properly Norman. The client as far as we're concerned is the employee and the affiliate clinicians have contact with the client or the employee. We then in the background here have our case management team and they have the contact with the affiliate and they also sometimes have contact with the customer so the company that we're actually looking after, so Woolworth's or Marks and Spencer's or whoever it may be, we would refer to as the customer. So really for us the case manager is absolutely central. I know we tend to do a very hands on role as far as our case management team are concerned but our affiliates of you like are managed by that particular team and that if you like is the model and that is what protects us and helps to keep out affiliates wised up to note taking, work with the client etc. because our case managers obviously have contact with our account management team as well who are customer facing so they very much are the safety net, they are the group of people that review

constantly on a session by session basis what the affiliate is doing, the way that's being recorded, the impact of what they're doing with the client etc. Then we have the feedback, the questionnaire both from the client, the employee but also from the affiliate as well so it's managed in a quality way and so we then take a view of that counsellor's piece of work after each case. It's how a case is managed that is essential and so my idea of workplace modelling is all based on the central role of the Case Manager

- (N) I'm with you. Now it's interesting because I'm thinking while you're saying about that. If you look at most of the models that are around of workplace counselling, they have the client and counsellor right in the centre and these odd bods around the sides and you get remarks like 'and there may be some input from the EAP'! Now what I'm sort of thinking of as you express yourself there is that the EAP management are the centre and they're the ones who are receiving inputs from the counsellor, from the management of the employing firm and also from the client either through the counsellor or perhaps directly in terms of questionnaires or satisfaction things. It's interesting.
- (A) That is interesting Norman that you've seen it and put the same spin on it that I do. I mean you are right. If you like the client to us in the face to face piece of work is the most important person. Their contact if you like is either through our telephone counsellors initial but eventually in with the affiliate and then the case manager sits behind all that but right in the middle of the case managing, supporting the affiliate in some cases if it's been a particularly difficult session, is hidden in almost all cases from the client because otherwise it really confuses the client because their face is the affiliate but the affiliate constantly has this dialogue as well, many phone calls, several phone calls during the course of a 6 session model, plus all the paperwork coming in during each session. So there is a real tight relationship with our case management team and they feed in and feed out and pick up complaints and that piece of work. So the centre almost moves within in that model.
- (N) It does because you put the client at the centre almost but when you think about it although the client is not aware of the case management team or is very unlikely to be, the client is very much affected by the case management team. The client doesn't affect the team but the team affects the client. I'll develop that one. That's good. That's incredibly helpful, thank-you very much. You get the prize on that one. And the very last one is would you like to make any other comments about the stuff we sent to you?
- (A) No I think its fabulous Norman because I think at last there is a group of people lead by yourself who are looking at what we need and I find that hugely refreshing. I just think we're going to come up with a group of people coming through a course like yours and as you can imagine some of the clinicians don't like the closeness of the case management team here at XX and we get our occasional difficulties and at some point we sort those and at other points say look it isn't working for you Mr.Affiliate so therefore there isn't going to be a relationship with XX, but thank-you you've done some fabulous work but you obviously cannot accept that we need to work in this way. But usually we have fabulous relationships and just recently we've done a piece of research where by 70% of affiliates have said that the preferred EAP to work for is indeed XX. And it is because of the support there, it's not intrusive but our case managers are again Norman because of their backgrounds are so socially skilled over the telephone so again we're very lucky. I think the fact that you are heading up this new approach will make the whole relationship for affiliates with EAPs a whole lot easier.
- (N) Well thank-you very much, I hope it works out that way then. Leading on from what you say about this management thing, somebody mentioned to me and it hasn't occurred to me before; there might be an idea about thinking up some ways of training people to manage counsellors, a sort of counselling manager training qualification.
- (A) Absolutely! Somebody who worked with us many years ago said to us (and don't take this personally) managing counsellors is like herding cats'. I think sometimes clinicians can see things very differently and that's why I'm so thrilled that you are doing this work around the workplace and that is why probably at the start of today I said 'we are so lucky here at XX because we have counsellors with commercial nouse!' who will actually come to me Norman and actually say we shouldn't be doing it this way because we are actually costing XX a lot of money. And you actually think flipping heck! This has actually come from out of the mouth of a clinician who because of their background... their main job is to hold us and make us clinically absolutely ethical and correct and quality in everything we do. Because we have this other head on we do not find managing our team like herding cats, they are absolutely phenomenal!
- (A) Well I think that's good because there's a sort of self selection thing there because people probably wouldn't come forward. The biggest opposition I am finding to my idea and it really is hard work, is within the counselling trade generally, within the BACP. If I go up to conferences which I do do and make the sort of remarks you and I are now or I advocate ideas, then it goes up like a lead balloon.

- (A) Yes I can well imagine it; I can well understand what you're saying.
- (N) So at least the cats move. I'm going to stop the taping now, thank-you very much.

TRANSCRIPT NO 2: RT - (12/5/05)

- q.1 (N) So if we start at question 1 which I'm saying that my research is showing that there is a need for a recognised postgraduate qualification in workplace counselling. I just wondered how you as a stake-holder would react to that statement really.
- (R) Well yes certainly I did agree to that. For us from an EAP point of view, the fact that students can work and learn to work in a time limited framework, brief counselling, learning how to deal with issues in a 6-8 session model and being able to know how refer on appropriately would obviously be convenient for us. Things such as being able to work with managers and teams and being able to go in and work with teams and managers and sort out any issues that might being going on in the workplace and also any performance management type telephone calls as well, being able to support on the phone, and in fact that's what some of the things I've been looking for. I've written to all our counsellors in our network asking if they do any of that type of work, so there is a need for it really.
- (N) OK so we do part of your job for you, or at least getting them on the road.
- (R) Yes definitely but most importantly is that they know how to work within a time limited framework. Some of our counsellors still aren't quite...they don't work to that way so you have to remind them etc.
- (N) OK, that's helpful thank-you. In the program overall I was just wondering if you see all the stake-holders, in this case I'm not talking about the EAPs, having an input, I'm talking about generally into the design, implementation, promotion, that sort of concept?
- (R) Well yes possibly I suppose in a kind of work experience type way, if someone wanted to come and work as part of their postgraduate scheme to learn about how we'd work for example or we could provide some sort of materials about the role of the EAP in the workplace.
- (N) What about you personally, do you feel that you'd could or would want to contribute to the design or delivery of any of these programs?
- (R) Not me personally but maybe a managing director. I suppose yes I could, I suppose I could in a way about the role I do within a workplace. That would be useful for somebody. Maybe because we work with helplines so talking about helplines, how we deal with referrals, the type of counsellors we look for when we are recruiting and that type of thing, so in that sense yes. But Richard would be able to give on the whole a more in depth explanation about EAPs I guess.
- (N) So what you're saying is that although you could someone from the organisation could...
- (R) Well I could do my section of it probably yes, now you've said it that way but the more in depth would probably be one of my colleagues, although I probably could now I know enough about it.
- (N) OK have you got in front of you the sheet I sent you about the structure of the course? Just a broad brush now, the overall content; how does it sort of strike you? Are we anywhere near right, are we out of line, how do you see it?
- (R) Yeh I think that covers all the roles. The stress analysis, the other thing, I don't know whether it's within the year 2 part, as I said the performance management type issues, particularly with a lot of our managers who work with us aren't necessarily trained in management details so they might be ringing up about a wide range of difficulties and not knowing about how to handle certain situations in the workplace so maybe a section on that or a core unit on performance management issues and how to help managers who aren't managers as it were.
- (N) Could you give me a bit more of an example of what you mean by that, because I'm not entirely clear?
- (R) I think one example I could give you is that we had a manager, a couple actually who've called and they've had problems with their teams who aren't communicating, they don't work well as a team. And they might ring in the first instance saying I'm not sure how to handle this and how can I get them to work better

together and so we'd have a performance management consultant give them a call. And then if need be we may suggest some training on how to get the relationships with the staff working better.

- (N) I see so it's possibly teaching some of the skills we use in counselling to managers to sort out what's going on in the team.
- (R) What we try to do is an all round type service, not just counselling.
- (N) Exactly so and that's what we're working on here, is that we're going beyond counselling and in fact the EAPs go beyond counselling.
- (R) Yes and another thing that we're looking into is health and well-being and that is another thing, not just how to handle stress but maybe introducing voga aspects or massage and that type of thing.
- (N) Now just looking at individual units, is there anything in those that strikes you or that you'd like to comment on or maybe you've dealt with some of that already?
- (R) Well we deal with all of it really, in the year 1 section I'm looking at here. It seems quite all rounded to me. The only thing I might suggest is the health and well-being side of things like I've just said.
- (N) Ok, you could add that in possibly. Is there anything in the program that you've got in front of you, is there anything in there that (a) is irrelevant and could be taken out or (b) that you'd really like to see added in
- (R) No that sort of seems to cover it all. Maybe just...we sometimes we have people who just need advice on organisation so maybe a section on working with particular charities and there's a sort of legal advice and financial advice also that we might work with so maybe something to do with that where they might learn the basics of maybe of employment law or something like that.
- (N) OK fine so more technical stuff; that could be useful.
- (R) Well yeh aside to the stuff, I think that could be useful. Just a basic knowledge, there are courses in them anyway; employment law and debt management and maybe that type of thing.
- (N) The way this will work is they'll be delivered in 1 week blocks which is obviously aimed at the working person so that they can get time off to come. What we hope for... see that unit that we've got in there about stress, in that one what we hope for in the quite near future is sort of have a mini-menu in there at that point where you could select from various things including that one. Or other people could come and do a stand alone unit. So what we would try to do is set up units that respond to demand so you just mentioned about those extra sort of legal stuff and that sort of thing, it might be that we set up a unit just for that. They can choose.
- (R) I always think that's a good idea, that's what I did in my degree. You could choose the modules you want to do as well to make you the specialist you want to be within workplace counselling.
- (N) That's right but it's a bit more than that, it also means that you could go away and come back and add a unit in if you wanted to, as the market altered really. Now I'm asking if you've got a model of workplace counselling. By that I mean how do you see the structure of it going; you've got the counsellor; you've the EAP; you've got the client; you've got the organisation; you've got quite a lot of things there. I was wondering how you might see that whole thing coming together. What's the important part for you, what's central to you?
- (R) Well for me it's just the smooth running of things really, the fact that our helpline are properly trained so that I know exactly what the client wants and I think that as I said in the future, not just looking at counselling as a whole but looking at the whole picture of helping the employee to be comfortable with work.
- (N) Right so you're seeing it as much bigger thing than the traditional one to one then?
- (R) Yes. Telephone counselling seems to be coming a lot more what takes place we're thinking of introducing online counselling.
- (N) Is there sort of like a bit of a package deal perhaps?

- (R) Yes well that's what happens, people buy into bits and pieces and we also work with an occupational health team so that side of things are covered as well.
- (N) So of all the people that are involved; you've got the counsellor; the client; the organisation that employs the client; you've got the EAP; the case manager; all sorts of people, who would you put at the centre of that? Who's the most important person?
- (R) Me.
- (N) You are the most important person? Not an unreasonable statement in your position.

Evidence of the central role of the EAP team and/or the Case Manager

- (R) Well it needs to be the person...it works as a team really but I would say the person who deals with all the things that are coming in and being able to refer them on and know what it is the client needs so I'm now able to say well somebody might want face to face counselling but it's probably a one off on the telephone, so being able to do that.
- (N) The case manager then? Or yourself as the ...
- (R) Well I suppose because actually if I'm not here somebody always has to do my job but with others you can actually get by if somebody's off, you check their emails or whatever but with mine somebody always has to cover my role.
- (N) So what's you're exact title?
- (R) Counselling Services Manager.
- (N) And the very last question (the old kettle) have you got any other thoughts or comments you'd like to add in?
- (R) No it looks quite an interesting course. Are there other courses like this?
- (N) No it's unique.
- (R) I didn't think I'd seen. If I was to continue with my counselling studies, it's probably something I would do rather than individual counselling having now worked in that environment.

TRANSCRIPT NO 3: A C - (18/5/05)

- q.1 (N) If we just take the first question; is that there seems to be some evidence that a recognised postgraduate qualification might be of interest to stakeholders in workplace counselling. By stakeholders I mean people who are likely to employ a workplace counsellor. I was wondering how you might react to that idea?
- (A) Well I'd have to know what the evidence was Norman. If EAPs or commercial counselling services are saying that there is an interest in that then they would be interested in that being developed then that's great, lets see the evidence; who said that?
- (N) Well me actually in the paper that I presented at the last conference.
- (A) Right and what do the EAPs say about it Norman?
- (N) Well all the EAPs said they would find it very useful to have a nationally recognised qualification in workplace counselling; it would ease their recruitment problems. They find that an awful lot of counsellors, although they're qualified as counsellors as such, don't fit their needs as workplace service providers. There's quite a lot of areas where they feel that those counsellors are defective and these are areas which they have been highlighted and the course that I am trying to bring together deals with those areas. So that is the evidence but in a sense it doesn't really matter, of course it's how you would see it. If you were managing a service would you find it attractive or not to have counsellors presenting to you with such qualifications?
- (A) Yes definitely. If I was a manager employing workplace counsellors, what I would be looking for is first of all a solid counselling qualification and training first of all, what ever the orientation is, but then secondly on top of that a postgraduate qualification in workplace counselling, or organisational dynamics, you know

the position of the counsellor in the workplace; a course that would actually thoroughly explore that in depth. Yes certainly would be interested yeh.

- (N) Ok, so obviously the initial counselling qualification is around about undergraduate level at the moment and lightly to become full undergraduate in due course, so we're really talking the workplace counsellor as a postgraduate qualification. Now if there were such courses around and never the less there will be with a bit of luck, what input would you like to see the stakeholders generally have? Now I don't mean you personally at this stage, I will ask you about that, but do you think the stakeholders (from here I mean those people who are most likely to employ the counsellors) could usefully have an input into the design and delivery of such programmes?
- (A) Yeh, I think so, yeh, I'm just trying to think that one through a bit more; how could they influence or help design the course. Well if you speak to the people who are actually doing the workplace counselling, who are on the front line, on the cold face, what is it that they would recommend; what would they say a counsellor needs to know before they enter a workplace or organisation. What don't they tell you on a counselling course at the moment? So I think that there could be a lot of experience Norman from the people who are doing the work.
- (N) So we're talking about bringing into a training programme not just thoughts about the workplace but people are actually there who can say 'this is what I do; this is what works for me; this is what goes wrong for me; this is what goes right for me; that sort of thing.
- (A) Yes, and I'd be picking a group of counsellors from different services and saying can you tell me about what it's like doing your job and what would a new counsellor need to know to come in to do your job.
- (N) Thank-you. Well that's interesting you say that because a lot of people have said something very similar. They've said we would like the trainees to have some experience or finding out what it really is like. Some actually mentioned placements as well, whether that would work out I'm not quite sure; it's a great idea until you get round to the detail and then it's not so easy. Ok, right moving onto a personal level, do you feel that you could personally contribute to the design and delivery of such a programme and if so how?
- (A) Well I'd like to Norman, if you wanted me to certainly.

 Service managers; that's my interest. Again it's the bits they don't tell you about; how to manage counsellors, there's hardly anything around about that and it's not easy, it can be complicated. It can be very rewarding as well because working with people who are very aware of themselves and have highly developed self-awareness is very rewarding but also can be in some services and with some individuals, extremely difficult. Some counsellors believe that they have a right to challenge every decision and have an input in every decision and actually counselling service managers know that that's not always the case. But debating that and discussing that and having dialogue with counsellors and therapists about that sometimes can be really difficult. My interest is helping service managers who are usually in that position because they've been a good counsellor, got promoted or sort promotion, and then having to learn a whole new different set of skills which is about management. Management and counselling skills can be mutually helpful, but sometimes they get in the way. Its anti-management sometimes in a sense that a counselling approaches merely deals with individuals, can sometimes lose sight of the organisation in the larger group and the manager has to make decisions first for the larger group as well sometimes.
- (N) So you'll actually making 2 areas here I think where you feel you could contribute; 1 is interesting; that's this idea of 'what's it like to be a counselling service manager? That isn't something that is specific within the syllabus but I can think of a number of areas that it could be usefully included so that's a helpful suggestion. The other 1 about the practicalities of being a counsellor in the workplace, yeh I think we do start to address that in some of our other units and we can come onto that in a bit. That first thing you said about you contributing on the management of counsellor side, that's very helpful, thank-you. I sent you out a separate sheet on the likely structure of the course, I don't know if you can recall that or if you've got it to hand? It sets out the course over 3 years. In that are 8 taught units, just remind you that's 'The roles of the workplace counsellor specialist', 'Workplace counselling models', 'Time limited counselling', 'Stress analysis', 'Research', 'Developing a professional counsellor'. Now they're all counselling units and as well as that there's 2 units which they will study in combination with other social care type professionals, which is 'Reflective practice' and 'Collaborative practice'. That's the overall structure of the course and it is deliberately vague at the moment obviously.

 First of all could you just comment on the overall content of it.
- (A) It looked alright to me Norman, it looked useful, it looked quite broad. I'm trying to think when I looked at it, yeh.... I suppose what I was thinking of, if I was thinking about sending a counsellor on that as a manager,

what would make that different from anything else? Where's the bit that isn't anywhere else, where's the bit in the course that is new and original? I would be looking for that. Well I think you need to emphasise a bit more what the content is and emphasise how this is specifically about counselling in a certain sort of area and environment and it's different from every other course that ever existed. I think you really need to slot that bit I think. And also in depth, you need to look at these things in depth that's the other thing that I think...that's really about marketing it or selling it rather than about the content Norman. I mean the content looks fine.

- (N) The content looks fine. I would say that in terms of buying it elsewhere, you can buy something similar elsewhere...the one I know of is Bristol University. The difference that this one has got to Bristol University is that it is being designed in conjunction with the likely purchasers. Bristol I think are catching up with what the purchasers want. It's not mega original in that no-one else does it, but it is mega original in that there's not a lot of people that do it full stop and that's the way we're gona try and do it. That's me getting in my selling mode, so we'll forget about that. So the individual units themselves; I'm gona do them 1 at a time if you haven't got the bit of paper. Just comment on...if you've got any comments apart from the fact that I know they're deliberately vague, on the individual units. Just going through them; the roles of the workplace counselling specialist.
- (A) What so what else do you need to add in there?
- (N) Well we can come to that bit in the end, but just off the top of your head, I know you can't see a title, but does that sound a reasonable sort of unit, or do you not see a place for it?
- (A) You have to put that in Norman, no you're right. You have to include that because there's all sorts of different roads and you have to be explicit and you have to be explored by the counsellor before they step through the door.
- (N) OK, workplace counselling models?
- (A) That's OK. There's not a lot...well I suppose you could look at quite a lot, look at EAP models, different EAP models, public sector, NHS. Yes you can look at how things work and what the sort of average model looks like.
- (N) OK, time limited counselling?
- (A) Yes, counsellors have to understand that before they come in. Absolutely, yeh.
- (N) You were talking earlier about what will they get elsewhere. Time limited is not something that appears at most additional level counselling training.
- (A) No but its more and more coming around.
- (N) Oh certainly more and more coming around. I think it's important but you talk about what could we get ...what would counsellors with this sort of training have that others wouldn't have; well one of them might be this sort of emphasis on time limited.

Stress analysis and management?

- (A) This is a just a personal prejudice Norman but find stress dull and it's because I've done too much of it think, I've done far too much. But management I think we need to put as a separate unit Norman. You split them up. Management because people have to understand the management of an organisation and what line management means and what senior management grid looks like and how management influences the daily tasks of the employees. But also separately counsellors need to understand management and authority and that's my thoughts Norman.
- (N) I was really thinking of hearing more in terms of managing stress.
- (A) Oh managing stress
- (N) I think we should have said something like analysing and managing stress shouldn't we.
- (A) Yeh you could do, I mean you could put that in, if there were gona take on another role of providing stress management.
- (N) OK, Researcher practitioner?

- (A) Yep.
- (N) Developing the professional counsellor?
- (A) Yep.
- (N) And then the last 2, reflective practice and collaborative practice, these are where they would be doing them in conjunction with lets say Social work students, voluntary sector managers, not Social work students, Social work postgraduates, voluntary sector managers, people in the sort of caring profession generally but at the more senior level. The idea is that a lot of the work that all these people do involves each other so it's sort of exposing the counsellor to the caring world outside counselling. Just wondering how you see that?
- (A) That sounds a good idea, bringing the different influences and different understandings about work, I think that's a good idea that, yeh I like that, that sounds original.
- (N) Well I hope it is. Now the last question in this section is, is there anything that could be added into the proposed programme or taken out; I think that we've dealt with the taking out bit because we've gone through them and you haven't said no no don't do that. What about added in; what would you like to see there that isn't there?
- (A) Well the management bit yeh; understanding management issues. Within the organisation and the dynamics of management within organisations and also the counsellors own understanding of management and experience of management as well.
- (N) Ok that's helpful thank-you. And the last but one question is models of workplace counselling. Just touch on that; do you have a model or approach that you could tell me?
- (A) Well the model I used at NPC is pretty simple really and that was based on other models and what other people were doing and experience. And that was an assessment session which was up to an hour and a half and then if that indicated that counselling was going to be useful, then up to 6 sessions with that counsellor; so they had sessions worth 50 minutes each.

 So assessment plus 6, and that's pretty standard and normal I think Norman. There might be a bit of variation but the model that existed before we introduced that in our organisation was open ended. When I was managing that contract, which was very difficult, we were trying to get them down to 12 sessions, but they were still very vague. Also they were encouraging people to work with them privately afterwards so in our contract that we developed with our counsellors, the service level agreements we have with each individual counsellor, we set aside what we work towards and we also put a clause in the preventment of them working privately with the same client.

 So it's pretty standard ordinary stuff really.
- (N) It sounds like you take into account the needs of the employer in that you reduced it down to a time limited session to reduce the employers cost. I was just wondering where you see the employer fitting into all this?
- (A) Well yes, there is no control over the counselling contract (not when I arrived) and no understanding of what was being developed and also no feedback in the organisation of what was going on, which is an important point I think.

Suggestion about the Central Role of the EAP service and its Managers

The counselling services can have an important role in influencing organisational decisions sometimes even though they might only see a small proportion of the population. They can pick up trends and things which can be fed back in without compromising confidentiality.

So that was all part of that really and reducing the cost because it was just like an open cheque and actually I was used to working with 6 bridges and wanted to know what was happening rather than just saying oh yeh well just have as long as you like. Because also some of it wasn't appropriate and what we were worried about was the clients get exploited by counsellors who were developing private practices.

- (N) It sounds a little bit like, although it's one to one work with the clients obviously, somehow the employer is there almost in the wrong...in shadow form I suppose.
- (A) Absolutely, the organisation always present in the counselling. Whether the counselling actually takes lace on workplace premises or not, there's always the influence of the organisation, because the

organisation pay the counsellor so the client will have some of understanding about whether it's conscious or not, and knows the counsellor is being provided by the organisation. That's always in the room.

- (N) I like that phrase, 'the organisation is always present in the counselling'. That neatly encapsulates what a lot of people have been saying but in 3 or 4 words. Well done, thank-you.
- (A) I think it's in the book.
- (N) Is it? Well I last read your book about 2 weeks ago. I was particularly interested in what you had got to say about the development of counselling; some of your more practical examples. You're well cited in my work. Now the very last question simply is, have you got any other comments you'd like to offer up at this stage?
- (A) Good luck with it Norman. I hope you've developed something which lots of people take up. You've just got to market it; but I'm sure you know that. You've got to let the counsellors know that isn't just any other re-hash of a counselling course; that it's unique to organisations. People...if you don't do this, they can't possibly understand the work.
- (N) Thank-you very much.
- (A) Its not easy selling stuff to counsellors.
- (N) It's certainly not. That's why I want to get on board the potential employers who might say to them look we would like it if you had this sort of experience and qualification. OK, thanks very much.

TRANSCRIPT NO 4: JW - (26/4/05)

- q.1 (N) If we use this questionnaire as a sort of a broad framework, we haven't got to stick to it exactly, and just get you to fill in the gaps as it were. So if we could start out just with question 1 which is...have you got the questionnaire sheet in front of you? You should have a questionnaire sheet and also a course structure sheet?
- (J) No all I've got is the questionnaire.
- (N) Ok well we'll stick to the questionnaire and we'll talk through the course structure. Question 1, my investigations into workplace counselling indicate that a recognised qualification would be attractive to employers that I mean EAP managers. Always provided they had a role in the design and delivery. I wondered if you could give me your reactions to that statement?
- (J) I think the answer is of course. I think with all EAPs there's always been a question mark about the recruitment of counsellors and what we look for. Now just to give you a sort of very up to the minute type of thing, as you know I've been in the process of taking XX EAP through the national, basically the state's EAP accreditation.
- (N) The CEAP, yeh.
- (J)That's a huge accreditation process. In all aspects of the CEP's work is you have to set the standards, and 1 of them is quite clearly to do with accreditation of counsellors, and there are some huge differences you will get between qualifications here and in the states, especially with counsellors and especially where there are licensing laws to practice in the states which we don't have over here. And one of the questions which we spent a lot of time, which we actually had to adjust to the standards for the UK, is how do you judge that an affiliate counsellor has relevant experience. The answer is with difficulty because they come along, they've got their diploma in counselling, most EAPs will ask for experience but we can't always guarantee it. I mean experience working in what; working for relate, working for x, y and z and probably very limited understanding of companies and how companies work in industry and business.. We did have some conversations about that and I think that is gona be one which in the future as other people go for accreditation an so on, we are gona have to look at. And certainly from a counsellor's point of view they would have AN extra bonus on their CV, an extra bit of information etc. that would give them the job. So I am all in favour of anybody that can produce evidence of understanding workplace counselling.

- (N) And the 2nd part of that question is, if you do agree, and obviously you do, what input would you like to see from the stakeholders? I'm gona come to you as individuals in a bit, but what should the stakeholders do, if you wanted to say to me things like get involved?
- wait a long time, because EAPs are so busy trying to get business and it's hard work to make them think beyond the next day. I think they need to be brought into the loop, to use a phrase, with the Universities, with courses. I actually think that courses need to go to the EAPs and say we're writing this book, like you've been doing, what sort of contact would you like with us. I'm sorry to keep going back to this, but it's fascinating how it's sort of coming round, with COA, with this accreditation, they were saying to us do we have a sort of advisory body which meets every so often, maybe made up of the corporate clients, someone from industry, someone from the community and also somebody from the local training within counselling. Now it's quite clear that EAPs need that link, and so many people have very specific needs, I mean maybe international and different languages and what have you. It has to be there, but how you get it there is another question and I think that at the moment it's gona have to come almost from the trainers, to say that we really would value this link, and it's obviously a pay off for you in the end because you're getting the training that you want. Yes, it has to be involved, it has to be a 2 way process, but I think to get that started its gona have to come from you at the moment, at this moment in time.
- (N) Sure, which is sort of part of what this is about.
- (J) Absolutely, No I'm not disagreeing, I'm just trying to support it and say I think that's it's going to have to become more appropriate especially with accreditation in all different directions.
- (N) A number of people have mentioned to me the idea of the EAPs being out there today at the workplace, knowing what's going on today and being able to bring that really up to date 'this is what it's really like' knowledge into the academic sector.
- (J) I think you're right, yes. And I mean just how much we can get them to do that, to send people on, to actually talk to your students, to sit on your committees, your development committees, look at the investment. I would actually want them involved in all aspects of the training process, right from obviously developing the curriculum, the input, the delivery, looking at the assessments, looking at actually inputting information, so yeh, you name it, they ought to be involved. And EAPs ought to see that as a 2 way process. In the end they're getting much better qualified people and that's gona...they can use that as a marketing tool when they go to corporate clients; we have this input with training, we accept this is a...well you know that it's just a huge circle which will benefit everybody.
- q.2 (N) Ok can we bring this back round to you personally, what do you feel that you could if you chose to, contribute to the design and delivery of a training course?
- (J) would love to come on any training course and talk about sort of issues which differentiate between the counselling per se, you know what I'm actually saying, but this idea that some counsellors have real problems with what EAPS are offering them in terms of limited sessions, in terms of the type of counselling, the confidentiality. It goes a little bit against some of the traditional BACP type counselling ethics almost, and you really have to work with people to see that... because counselling is a huge church as it were, we do have problems. So I think yeh I would be quite happy to look at some case studies and discuss how it cuts across the boundaries between what they maybe when they trained 2 years ago and they were talking about confidentiality and boundary issues and how that may well be...quick compromise is a too strong word, but certainly relief or highlights some of the issues that we're doing with the EAPs. So certainly that area is one. The other one is just getting the systemic approach, dynamic that work offers, as apposed to looking at an individual from his own...from that perspective. I'm not explaining that very well. The need to be aware that what we're looking at is hopefully a work based problem or a problem which does encompass work and how can they use work rather than just saying lets focus on you as an individual.
- (N) Right so what I'm picking up here is, the first one you're talking about sort of applied workplace counselling, or applications of counselling in the workplace. The second one, the way I see that one is the difference between up stream and down stream supplying of counselling. The down stream being the troubled worker, that clearly there is a clinical problem. And the up stream being the non-clinical population; let's get the organisation basically healthy, not necessarily healthy, not suggesting that there are un-healthy, but that they can become healthier.
- (J) I think you're right there, and there's almost an in between where the two mix, where almost you can be working with the organisation, and with the client and the organisation all talking to each other and your

confidentiality issues, which are always the crucial thing which counsellors throw at you, become blurred. You're actually trying to say let's make the whole system, the company, the individual and the processes that are going on work together, and indeed it's that issue that a lot of counsellors lose sight of within EAP work and I think is going to be more important in the future.

- q.3 (N) OK, that's very helpful, thank-you. Can we come to number 3? Have you got that sheet available with you? Well what I'm gona ask you to do is first of all think about the overall context, now the overall context of the programme is year 1: workplace roles, workplace counselling models, time limited counselling and then stress analysis. That's year 1 and if you just do year 1 then you get the postgraduate certificate. If you go on to do Year 2, it's bringing in counselling researcher, developing the professional counsellor, reflective practice (that's collaborative practice) and then year 3 is a specific research programme and I'll come to that in a moment. But just as a very very broad brush, how do you see that syllabus, is it missing anything?
- (J) No well I looked at it and I had no sort of problems with it. I couldn't see any reason why that shouldn't work, or why that sort of structure shouldn't be appropriate. And especially when you're looking at a lot of it is very much student learning so they're developing their own sorts of ideas.
- (N) And what I hadn't mentioned, but you can see it on our website because we're advertising this course out now for starting in October, is that you can take any given unit as a one off, and all the units are one week blocks.
- (J) And you'll finish up with a credit rating for that?
- (N) Yes, if you took just one unit, if you wanted to just take one unit because it interested you, you would end up with a certain number of Masters Level credit units and an academic transcript that says that this person had done this course and then you can come and do other units whenever you chose and then cash them in to get an award.
- (J) So you could in theory build up your Diploma over a number of years?
- (N) Equally you could elect to do all 8 taught units in one year.
- (J) No I mean I have always been trying to get colleges to appreciate how adults life change, how for some they just want it over with as quickly as possible. They've got themselves in the mindset that this year I'm gona do this, it's gona be a problem but I'm gona do it and I want it as quick as I can but on the same basis you're gona get an equal number of students who will have real problems half way through, will not complete certain things, but will come back again next year or even the year after that and the more flexible you can be in that sort of development, the better you've got with your audience and the better it is for the students. So I'm all in favour of anything which allows a certain flexibility.
- q.4 (N) Well obviously we do have to meet the students needs but also it's for two other reasons;1 is to encourage oversees students because they will be prepared to come over for a week and the 2nd is that we will manage to say to some EAPs can you at least give your employees 4 weeks leave this year or whatever. Ok, that's fine, the individual units are the devil and the deeds..., and then you sort of answered the last question, anything you'd add in or take out? You've said already you thought generally speaking it was ok.
- (J) Yes I couldn't see anything...nothing sprung to mind that you thought you ought to have that in. I guess there are issues that I'm assuming the sort of diversity stuff; one of the things that we do find is working with multi-racial.
- (N) Sure, well these are supposed to be qualified counsellors that come on this course so they should have already dealt with that.
- (J) They should have dealt with that, so that's not a major sort of problem. The understanding of industry is a key one. Nothing jumped out as being something missing or something that I though God you've got nothing about in there which should be a key issue, no, just the understanding of the industry and the process and looking at everything you talked about with the up stream and the down stream as you called it, and that this sort of systematic approach with seeing the individual as a worker, not just as a client coming through.
- (N) Back to the benefits of the modular units, it means that we can add in units as they become necessary

- (J) I'm sorry, I've just turned over and the structure is on the back, it's the way I've printed it, sorry go on.
- (N) Well I was just going to say that the idea is if you look at that structure, in year 1, stress analysis and management, what it's actually going to be as we build this through, is a little mini menu at that point where you can chose from one of 3 or 4 options depending on what is 'hot' as you were at the time you take it. And you can also as an individual, let's for argument sake had one in here on critical incident work, and you found yourself in a lot of critical incident work, you could elect to come and do that one-off unit here, to give yourself some training in that area. So of course we can bring in some new stuff there that we don't yet know is needed.
- (J) Ok, let's just go back then just very quickly, where you've got that 2nd year workplace counselling models, I mean are you looking there at things like at the EAP level or you looking very much at the practitioner in the sort of face to face model?
- (N) We're looking at both. We're looking the ways that workplace counselling is delivered; in-house, out-house...
- (J) Yes that's fine, I guessed it that but for some reason, I guess because we were talking, I just wondered if you were seeing counselling models as it's sometimes talked about in counselling training as psychodynamic etc. etc.
- (N) Not at all no, but we will be looking at...as well as looking at the ways in which it can be used, we are going to be looking at trying to develop an over archial model of workplace counselling which we can fit all the models; you know like Clarkson's done with ordinary counselling, something on that line but that's in the future.
- (P) I'm sure that's to come but that sounds good, but no it looks fine.
- q.5 (N) The last question is do you have a model of workplace counselling? That's how you see the inter relationships between all the parties that are involved, the stake holders that are involved?
- (J) Well I guess that at the moment we seem to have a number of models and that's because I think EAPs are still relatively new, the industry is still relatively new and they're nervous of imposing a model, even though they may understand that model is probably the best. Now let me give you just a quick example, in terms of trauma support which I do a lot of work with, I think I know we could focus and together we could say what would be the best approach to supporting people following a critical incident, following some sort of trauma. Now they're hesitant about going into a tender saying this is what we do, this is what you want, this would be best for you, as apposed to sort of playing it very soft and listening to what the company sort of suggests and if he says we've heard about this thing called debriefing and we think we need debriefing because ... etc, etc. and then fitting the model to what the company wants. Now I'm being a bit sort or adical I guess but I think we have to start saying to companies hang on a minute, we don't think that would be the best approach and because of that I don't think there is one model, I think we have...if you look at all the companies that focus works with you will find, not a different model with everyone but there's a whole range of models, from telephone services; to face to face; to one face to face session; to assessments; to this to that; where they're working on the premises; where they're working off the premises. And you know we're very much into 'the customer is always right' and I know there are debates and little bits of conflict between what the account managers who are developing the business and talking to the clients and the clinical people who are providing it, will have. So I don't have... I mean I think I probably have in my own nead a model and it's a model which really is not out there in the workplace yet and that's a tie between and nternal EAP for want of a better word and an external EAP, because I think they both...there's always beer a sort of conflict between those two areas, whether you go internal or external, I think that certainly looking at some of the research in America, they work together, you can get the best of both worlds by having somebody onside maybe working for occupational health or HR along side the telephone helpline and a face to face so workers have got that option.

Support for a Case Manager centred Model

So I can see a working model but there's also within that dynamics which I see very differently to lots of EAPs which is that EAP and the council are working very closely with the company itself through the Case Management Team and not this distance which I think at the moment our counsellors are happy with. They don't like...because of the ethics, the boundaries, confidentiality, they don't like getting close to the company.

(N) It's one of the models that Michael Carrol puts out, it's against pretending the company doesn't exist.

- (J) That's it, absolutely right, but I don't have to think the companies paying me or anything like that or that the EAP is trying to get this person back to work and that's what we're really there for, try to make him work harder and they don't want to know that but they feel that that interferes with this dynamic that they want to develop. And I think we have a real problem and we've got some work to do to make counsellors almost say to the EAP look I want to be involved, that I think this is important, I've talked to the client, I think this ought to go back to the company. No there yet but that's my ideal
- (N) Am I right in thinking you've done quite a lot of in-house work?
- (J) Yeh, let me just give a little bit about me...just very briefly. I've been in education for over 30 years, in different aspects of education, finishing up in an FE/HE college where I ran an internal EAP there. I was a staff counsellor, not attached to student counselling although I came up through that route, but actually ran the sort of staff counselling and advice helpline. One of the main reasons for that is that is that we were one of the largest providers of prison education so there was obviously problems and they needed to make sure they had support in there. So I became involved in internal EAP's at that stage and I've maintained my link through a group meeting called insight, which is a group of in-house London counsellors, London and the home counties, and they meet on a regular basis. In fact when I first joined I think there must have been 20 or 30 in-house counsellors ranging from things like the Foreign office, through to things like EMI, Shell, The National Theatre and all sorts of things like that, and they've shrunk now to about, there's probably about 10 of us because they've gone to external EAP, it's just one of those things. But yeh that's how I became involved in the internal ones and I still have a big belief that there is still a role for them to play. Yeh we're getting there.
- (N) That one that you were with, the college one, how many staff would you say you covered?
- (J) There was 2 of us and we probably had about 600 members of staff in the whole college.
- (N) And did you also include their dependents?
- (J) No, just the staff not dependents.
- (N) So quite a smallish number.
- (J) Yes it was, I think if you included part-timers, the people that came once a week, then we probably had nearer 1000.
- (N) And you reckon your London group has dropped what from 20-10 did you say?
- (J) Oh easily, absolutely decimated. Year after year the major companies and the major organisations are going out to the external EAPs. Cost wise, if you think of employing an internal counsellor yourself, £25, 000, you can an awful lot from an EAP for £25,000.
- q.6 (N) Yeh course you can. And the very last question, any other comments you would like to make?
- (J) No I don't, I'm just really pleased that you're getting this off the ground because I hope that other Universities in other parts of the country will pick it up because I think it needs to be there for picking up a range of counsellors. I hope someone in the London area does it because the major focus or the major concentration of work is in the London area...
- (N) Well London and the South-East anyway.
- (J) You're right, so we do need that; we do need that sort of training. And I see it developing, yeh ok at the moment it's at an A-Level, maybe we should be looking to link it to initial training in some point, somehow, so at least there's a unit or some appreciation of that. I've often talked to focus that we ought to be contacting the local counselling training to put a unit in there, and then obviously the higher degree work. The more research we can get into this area...I mean companies are doing research all the time and they do actually listen to research and I think corporate clients would be very interested and we're trying to look at it at the moment.
- (N) What I would like to see happening in that 3rd year, that research year, would be (the whole programme is aimed at practising counsellors) for perhaps lets say one of your staff was on the course, that their research dissertation for their MSc was actually into a topic your company wanted researched and then of course you'd give some sort of sponsorship or assistance with the work.

- (J) I think that would work really well.
- (N) Thanks very much for your help John. I'm much obliged. I'd be interested to hear about that London association, the insight, yes.
- (J) It doesn't have a major organisation sort of structure, we just meet on a sort of monthly basis.
- (N) Does it have a web page?
- (J) No it has nothing at all, it's simply a support group that's been meeting for years and years and years and it doesn't produce anything it simply meets. I mean you could certainly come and meet them at some point and the next time I'm over their in the next few weeks I will mention your interest and providing that they say oh no, don't want him over here and just chat, I'll let you know when the dates are by all means just come over. It meets in London, one of the sort of major companies, it's either the London Underground which has an internal EAP, Shell which still has one, National theatre and another couple that I can't remember, so it moves round these different places. I'll mention it to them.
- (N) Yeh thanks, they might be a useful data source for me.
- (J) They would be yes, and fascinating and also to talk about, I mean finding internal EAPs is rareish; there's not a lot of them left. Depends on how you class an internal EAP. I work for British Aerospace ands I do a day with them as an internal counsellor working in occupational health, and there's a number of people doing that simply on a day, 2 day a week basis simply working as a counsellor within organisations, but they wouldn't call themselves internal EAPs. Because all they're doing is simply seeing clients on a almost like a occupational health doctor coming in and you have a range of clients, but they're certainly doing the same work as an EAP.
- (N) Yeh that is a model that Carol talked about, I can't remember what she called it now, but to me an internal is an employed counsellor on the staff.
- (J) I think that yeh.
- (N) ... and what you're talking about here is almost a sort of... it's a bit like the company doctor isn't it.
- (J) Yes that's right.
- (N) They subscribe to their own ethical practices but because they're paid directly by the company as they would by an EAP, they have a duty of care to their employer, which is the company.
- (J) I think you're right, just within a slightly different dynamic.
- (N) Ok thanks ever so much John, much obliged and I'll catch up with you sometime.
 - (J) Yeh, if you ever need anything, give us a ring.

TRANSCRIPT NO 5: MW - (26/4/05)

- q.1 (N) Lets start out with question number 1. My investigations to date indicate that workplace counsellors with a recognised and validated postgraduate qualification will be attractive to some potential stake-holder employers, agencies like yourselves, providing of course you had a role in its design and delivery. I was wondering how you'd react to that idea?
- (M) I think I'd react quite positively to be honest with you. I think there's so... I mean when I'm employing staff people come from such a range of backgrounds and a range of various courses and it'd actually make it far easier to have some kind of almost benchmark qualification for people to actually come and work in this growing field really. I think so many counsellors do train to work in private practice in NHS and it's very very different working in an organisational setting.
- (N) OK thank-you. If you...and you obviously do agree, what input (now I'm talking very generally here) would you like to see from the stake-holders and by that I mean people like yourselves?

- (M) Well I suppose input wise I think it would be useful to see guest speakers and input into the teaching of courses especially putting together content of courses and I think larger organisations might also be interested in sponsoring places etc. because I think it could be seen as quite a...well a way of moving the session forward a little bit actually.
- (N) One thing that's coming out of the interviews and you've sort of hinted at it here and will; certainly influence how we design this is that people say that we'd like people from the agencies actually come and do some teaching or guest lecturing or whatever saying this is what is going on today in industry, this is what it's like in the coal place, these are the problems that we are encountering and I rather like that as an idea so we'll certainly be pushing that one forward.
- (M) I think the most important part of this work is the context; the context of the work and I think that has to come from real life situations, that's why I think input from industry is particularly important.
- (N) Thank-you. The next question is to you personally, what you feel you personally could contribute to the design and delivery of a postgraduate course?
- (M) That's a tough one really given the time constraints that we're on. I think I'd be interested perhaps in doing some speaking, doing some lecturing, doing some teaching and maybe even doing some supervision.
- (N) Is there an area you feel you would particularly have something to say, a topic you'd like to teach perhaps? I know you've got restraints on time obviously but if we could put those to one side are there any areas which would ring your bells?
- (M) The sort of areas I'd be interested in looking at the triangle relationship between organisation, client and therapist; the dual client relationship and that's my sort of area of interest really and organisations.
- (N) Ok I'll come back to that. Just generally speaking at this stage and just looking broadly at the overall content, is it in the right ball park or should we alter anything? What do you think as a general comment on it?
- (M) That's quite a sensible structure and it's a structure which is familiar in academic circles, it's a well known sort of structure.
- (N) Well the structure itself Certificate to MSc is standard throughout the country but we try obviously to fit it to the needs to industry as well. Ok now the individual units themselves, I wonder if you've got any thoughts about those; about what ought to be in or didn't ought to be in.
- (M) Well the Certificate year 1 they're very very broad so I imagine it would really mean what they would consist of. Yeh I would need to see the detail. I think in terms of broad subjects it seems absolutely fine, it seems to cover everything; bit I would want to see what was inside of them before I can comment further I think.
- (N) OK the plan is going to be that we develop these in conjunction with the students who we hope will be quite experienced people so that we ought to be able to meet actual needs. I know what you mean about seeing more information.

 OK just looking at those individual units is there anything you can see there that either you don't think need be there or sadly we omitted that we ought to put in?
- (M) I think what I would like to see, and I'm going back a bit now, I think I'd like to see something a little bit more on...almost on why. I know you've got roles of the workplace counselling specialist but almost to look at the impact on industry of I suppose workplace, therapy, health care really in an organisational context; what are we attempting to do here.
- (N) Why are we doing this, yes.
- (M) And what is the return on investment for industry because I think it's really important that people working in this field have that sort of idea in the back of their heads.
- (N) Yeh that there's a purpose for this.
- (M) That this isn't some wholly altruistic service provided by employers. They need to see some return in investment; they need to see some reduction in their sickness absence. They want to see increased performance and I think you really need to have almost a section in there on the organisational context.

That's where I find counsellors working in the field miss the point. You've really got to drive that home because that's where the existing training is lacking I think. We get some very good psycho-therapists who come along but it's having that sort of systemic organisational ideas burning on the back burner when you're working... I don't know quite how you instill that in people but I think that needs to be in there.

(N) I do know what you mean. I call it also working the non-clinical populations. Ok coming on from there and you've already mentioned it a little bit, was wondering if you had a model or a way you envisaged the structure of workplace counselling yourself? You mentioned it a little bit with the complex relationship.

Support for a Case Manager Centred Model

- (M) Yeh I always work systemically to be honest with you. I know that's a very common model but I always think of the referring EAP agency and I work with a lot of people who work external to this agency so I'm always thinking of the various relationships that are going on in quite a systemic way. And that's kind of how my unit has developed.
- (N) Where do you see the employer organisation, the customer, fitting into that model?
- (M) I see the organisation as integral to that model really as well to the therapists and us employing the therapists are all part of this very complex relationship and so therapists working for us work not only for us, they work for the employing organisation of their client if you like and their client. So there's 4 relationships going on there at any one time. The core is the case manager... so vital.. so ignored
- (N) All inter-mingled.
- (M) Yeh. It's juggling hats really. Those complexities need to be very much part of any course specialising in this area.
- (N) I think you're very right on that, we've certainly got that very much in mind. The very last question is have you got any other comments you want to make at this stage?
- (M) No not really. I think it's...I believe it's a needed course to be honest with you, I think it looks very good and I'm surprised it's not been done before.
- (N) Well I hope...well we're actually recruiting now for this October so we hope that the first certificate holders will be available in a year and then obviously they work their way through the others.
- (M) Ok I'll be coming poaching them then.
- (N) Yeh do or singing them along because the units are in weekly blocks so that it makes it easier for people with jobs to take lumps of leave. Well don't poach them, come and but them, you're welcome that's what we're doing it for. OK thanks very much for your help.

TRANSCRIPT NO 6: KF - (19/4/05)

- q.1 (N) My Investigations to date indicate that if some workplace counsellors had a recognised and validated postgraduate qualification in workplace counselling that would make them attractive to organisations and stake-holders such as yourselves. I was wondering if the course was something you approved of the design and delivery of, would you find that something useful from your point of view?
- (K) Yeh most definitely I think that having a specific workplace counselling qualification would be very attractive to EAP employers. One of the difficulties with counselling in generally is finding people who not only see the client but see the client in the context of being the employee and seeing the employer there as well. I think it would be very attractive.
- (N) So it would be something to do with making them a bit more organisational friendly I suppose.
- (K) Yes an organisation framework and an understanding...I mean a lot of counselling avoids the context within which the client operates so...especially for workplace counsellors who actually recognises that context and not just ticks the box but pays attention to it and tries to understand it.
- (N) Thanks very much that's helpful. Let's come to the next part of that question. If you do agree and obviously you do agree that somehow that would be useful; what if any input would you like to see from the

stake-holder. In this case I'm talking really about organisations like you own and people like yourself...not people like yourself, we'll come back to that in a minute, but organisations like your own. Would you like to have input into the design of it and if so what sort of input would you like, to be consulted or whatever?

- (K) I'd certainly like us to be consulted and I think as well that bringing in guest lecturers speakers from organisations brings current issues, very real current issues straight into the minds of students and I think as well that if you do you can flesh stuff out with them.. If you've got a current provider they can field questions in almost real time with students and talking things right through. You may start off talking about one angle of a problem or solution but you can flesh out all the different angles. I think that would be very useful.
- (N) People actually there at the coal face as it were coming into the classroom one step removed from the academic part of it saying this is what we do; this is how we do it and these are the difficulties we have.
- (K) Yeh exactly right and then you can draw on...if you find that students are struggling or not picking up the key points, you can draw on other bits of your experience and bring those in so you're talking about a working reality.
- (N) So you're relating what you're learning in the classroom directly to what you're finding out in the field or the other way around even. Ok that's helpful. It's interesting you say because a lot of people made exactly that point and I almost wish now that I'd made it on my questionnaire. OK on a personal level what do you feel that you could contribute to the design and delivery to a postgraduate counsellor training course? Are there areas where you feel you could actually personally contribute in the planning of it and in the actual delivery of it to the students?
- (K) Yeh I think in both, I mean I'd be quite happy to be involved in the planning of it. The key issues for that would be as an EAP provider what are we looking for; how do we manage counselling standards; how do we work with the ethics (confidentiality); how do we work with reporting (information exchange). Also stuff like the difference between the client and the customer; the employer being the customer and the employee being the client, so stuff like that we could certainly do stuff on.
- (N) So those are areas where you've got something you'd like to tell the students. Excellent.
- (K) An also counselling within a for profit organisation. We're a commercial organisation; the employees are working for commercial organisations so it's actually understanding...it's placing counselling in the world of commerce.
- (N) Profit's not a dirty word.
- (K) Exactly Yes.
- (N) OK that's helpful thank-you very much. I sent you out a sheet with the likely structure of our course here. I can go through that very quickly with you just to remind you. You know you said earlier that you'd like to be involved in the design of the course; well you are its happening right now. What I'm going to ask you to do is to comment on the structure in three ways, first of all on the overall content; does the genera pattern of it seem about right or not and if not where not; then the individual units, what you think of those and anything you might want to put in and then the third question may already have been answered by then; is there anything you want to add in or take out of the programme but we'll probably get a lot of that as we go through. Now the programme just to quickly sketch it out for you it's a 3 year programme if they take it over three years, they can do it much quicker if they do it full-time, but assuming they do it part-time, we'll do it in weekly blocks because assuming everyone will be working so they would want to do it part-time. Year 1 would be; one unit is the roles of the workplace counselling specialist, that's the sorts of things workplace counsellors should or shouldn't be doing in the workplace, the second one is workplace counselling modules, that's the various approaches to counselling in the workplace. The third one is very specifically looking at the time-limited counselling module because that's clearly a very important module for everybody in EAP work and then we've got stress analysis and stress management as a specialist unit. That's year 1 and that gives you the Certificate. The your Year 2 we emphasise research and developing the professional counsellor, there the two counselling units and then we take them into collaborative units with our Social Work students where they learn things like collaborative and reflective practice. The idea of that being that at a professional level they should be able to associate with these people at team and case meetings and that sort of thing and know how those other people tick. So that's the general sort of thing. You've got the 4 specialist units in year 1, then year 2 the researcher practitioner, the professional counsellor and then the 2 units with the Social Work students and then year 3 I should have mentioned is a research year, a dissertation. So as an overall content how does that strike you as a general picture?

- (K) The third year is research you say?
- (N) Third year is a research project on a topic to be agreed with the research students and ourselves so clearly it would be to do with the workplace counselling and maybe would be something that's of interest to an employer.
- (K) I think it covers all the ground quite well. I think the workplace counselling models and time-limited counselling are going to be quite important aren't they to flesh out. The other bit about it is....and it's interesting this because it's going along at the same time in discussions else where, is about counselling and well-being; it's about what the workplace counsellors are involved with and it's quite interesting because you've got stress analysis and stress audit and that kind of stuff and also the shift towards proactive working and so the workplace counsellor as being an agent for proactive interventions as it does for reactive so you offer your time limited counselling really when someone's... (I don't want people falling off the conveyer belt) when people fall off the conveyer belt they need some dusting down and then putting back on the conveyer belt and proactive thing is using our counselling insight to change the conveyer belt so people don't fall off it; need more supportive work at a better pace and people enjoy being on it. It's taking counselling out of being purely reactive into saying you know in a workplace you want to see it proactive and one of the key drives at the moment in industry and in the public sector is absence management and so the relationship between what counsellors know and can do and can offer along with the big imperative to get people back into work.
- (N) Yeh it's what I talk about in one of the chapters in a book that I'm doing, I talk about counselling the nonclinical population. By that I mean...I don't mean the un-worried well I mean looking at...Well I think it's proactive, I think we'll find the phrase proactive a very good one here. We're not just picking up...this is sort of down-stream, up-stream. Down-stream we're picking up them what've been damaged and the up-stream we're trying to create systems which don't cause damage in the first place. If we come back to the structure, I'll just mention each one in tem and if you've got any thoughts about them please say so. A number of people have said well that's indeviled in the detail so I say well we'll go through the detail next time but if there's any particular thoughts you've got on them; so just going through them one at a time, the roles of the workplace counselling specialist which is a little bit like what we've just been talking about.
- (K) Yes exactly its how many different hats can the workplace counsellor have to learn to where; quite a few.
- (N) I hope so. OK workplace counselling models.
- (K) I'm reading that as being looking at the difference between EAP or in-house welfare or self-employed counsellor going in and that kind of stuff.
- (N) That's one dimension. The other dimension is the relationships within; are you employee focused, are you organisational focused and how you balance them and that sort of thing.
- (K) Yes exactly. Do you remember I said to you about a diagram of the relationships in the workplace counselling looking at where you sit in there and the relationship with the employer. And you've also got in there interesting enough your supervisor, and where does your supervisor fit with those different relationships and the outside world.
- (N) Ok thank-you. Time limited counselling.
- (K) That's an interesting one because one of the key elements I think is that counselling is congruent and what they deliver is congruent and what they know and what their core model is. And yet most people delivering short-term counselling in my experience have no training in it, they sort of unilaterally developed from a core model that almost open-ended and metamorphed it into something that they call time-limited so I think that's it a very important element. What we find amongst that is the biggest single problem is a. the significance and assessment and b. managing endings so it's the in and the out really. What I'm saying is the assessment is about is short-term models suitable for you, if not are you suitable for short-term modelling, is this a model suitable for you and the ending is there in full sight all the way through and the question is always how can we end rather than where can we go it's how can we end.

 So I think the time-limited counselling unit is really important.
- (N) I think so. What I really want to get across is that time-limited counselling has got its own strategies, it isn't just other counselling squashed.

- (K) Exactly Norman. You've almost taken the words right out of my mouth. When I talk to customers about this what I say to them is, your 6 session model isn't psychotherapy cut down it's a 6 session model; it's a free standing and of merit in it's own right. We get counsellors sometime who say to clients well if you had a decent amount of sessions we could do some work but when you've only got 6, I might say well that's completely wrong, that's not the way to approach it. It's got a beginning, a middle and an end and its own targets and its own significant elements.
- (N) Ok thank-you. Stress analysis and management of stress.
- (K) Well I think that's crucial really and also one of the elements within all of this one of the key elements is the law and the employer because then you bring in ok what's the duty of care; what's the health and safety requirements; what's the statutory law say; what's the case law say and that's where stress analysis comes in because some of the newer case law says the employer really has got to carry out stress analysis and has got to take a view on how individual members of staff manage stress. So stress analysis I think will increasingly become important. But that sits along side things like for instance the disability discrimination act which says that stress might exist buts it's not an illness but it can lead to disabilities and other things and as counsellors it's understanding that and understanding what they can do about it so I think stress analysis is really important. I would link that if it was me to the HSE 6 standards.
- (N) OK thank-you. Looking at year 2 we've got this concept of one unit that is called the counselling researcher practitioner, now that's something we academics get very excited about but what about you, you working class people?
- (K) Well two things about it, first of all if you're selling employee support, employee well-being, counselling, anything, the customer is saying what's your evidence base for this, give us some evidence based practice, give us some systems have vastly improved and show us how you proved it. So show us your research and I think research is very important from that point of view. I think it's also important because I think counsellors should always be saying to themselves is what I'm doing the right thing to be doing and is it effective, is it a good use of resources and all the rest of it. Research is the only way to answer those questions really
- (N) OK Now the next unit is called developing the professional counsellor. I'll just explain to you what I've got in mind there. Rather than teaching people how to solve specific problems if you teach them a professionalism or a professionalist type of approach to their
- work so that they can not only keep themselves up to date with all that's going on around them but they feel that they've got the intellectual tools to go and analyse a problem and find a solution to it using their counselling background and training but anything else they've got as well. It's the master class if you like and it's well beyond counselling.
- (K) I think there's a lot which could be included in that. I think some of the HR issues that are around. In fact a phone call I had this morning from a manager is actually typical of the sort of thing you want someone in that field developing their professional self to be doing. You get a manager who says I'm a line manager and I've got a member of staff who has phoned in this morning in tears, she can hardly talk, her husband has knocked her about, he's kicked all the doors off the house and broken all the windows and gone out and she can't come to work because she has no door to close on the house and she doesn't know what to do, how can I help her? So your counsellor is going to say oh well lets get her into counselling as soon as possible but in fact a workplace counsellor's got to do a lot more than and has got to engage with the manager, support the manager, understand what's realistic and what's not realistic to achieve and have a short-term goal for today and think about how he's going to support his employee for the future and what resources you will need so you've got to think well outside the box that a counsellor would normally think in. So that professional development needs to tool the counsellor with enough tools to bring to bring to bear in these different situations so their professional development needs to look way beyond traditional counselling. And like wise for instance in a conversation I had a few months ago with this lawyer, we were saying we want to...we see the workplace changing. Help us understand how the workplace is changing over the next 5 years to develop our strategic development. What should we be putting into our people systems now so at 2010 we are at the peak of our performance? It's a tall order for most counsellors but there's room to grow into that.
- (N) Yeh you need someone that's beyond your bog standard counsellor to do that. We'll take the last 2 Units together. There in the area of getting the counsellors familiar of working with allied professionals, social workers, occupational health, whatever so that if they go to case conferences or they go to meetings together they understand what each other's talking about and they feel some respect for each other.

- (K) I think that's absolutely right and so often in fact counselling training avoids this altogether by making the counsellor into a self-contained entity. If you're working in workplace counselling, again I've got a case example to emphasise this, an employee came to us and said my boyfriend is the local crack dealer. I want to get out of this, I've been taking crack for the last 2 years and I don't want to take it anymore, I want to get out of this lifestyle but I can't afford to move. So then you say the person needs some support, they need some counselling, they need to move house, they need to be relocated, they need help from their job to see of they can move else where so the collaborative practice where you're talking, you may very well need to talk to social workers, you may need to talk to the housing department, you may need to talk to all sorts of people, to education people, to child care people, you need to hold all those conversations and to work collaboratively. I think it's really important in the work place, much more so than else where because in the workplace you'll have HR involved, you might have occupational health involved, line manager...so having those professional networks where you can...for instance one of our contracts calls us to take part in outside case conferences and management occupational health and HR and ourselves as an employee so you have to engage and talk to those people in the workplace.
- (N) Ok thank-you. Well that's certainly what's intended there. Year 3...I don't think we need to spend to much on that because that's going to be a research year anyway. What I was really thinking about if you saw any possibility of perhaps sponsoring some of the individuals on our course and when there doing their research project it might be into an area that is of interest to your particular company which you might be able to support that student, you might provide resources. But obviously you'd be getting the benefit of the enquiry.
- (K) Yes indeed. We would work in both ways. If we had an employee from here on the course we'd support them obviously but also if it was a non CoreCare employee employee on the course who wants to come here and do some research with us we'd be happy to do that.
- (N) That would be very useful, thank-you for that. The last main question is models of workplace counselling. Do you personally have a model of workplace counselling and if you do could you describe it please.
- (K) It's hard to put it into words Norman. I do have a model of workplace counselling but it's saying that the aim is having the person living well, working well and achieving more and that's the aim of it. It says that the counselling and the content of the counselling is confidential and remains so but it also says that when working with the client you may very well find that many of the problems are workplace based and if they are that's also where the solution lies. So very often what it calls for in workplace counselling is collaborative working where the counsellor and client is working together in counselling but also but working to enable the client to engage with processes that were available in the workplace which they were avoiding or were not able to use to their best advantage. For instance there could a bullying harassment process at work but somebody wouldn't access it because they were afraid of the consequences so actually facilitating that but helping them to step over the thresh-hold. I think that the workplace counselling model is to get someone to a level where they're feeling suitably content with their balance, with their lot and suitably productive for the employer. There's a very practical target. It's a well balanced productive employee is what you're looking to achieve. If the outcome is you get somebody who's terribly happy but does sod all work it's not a really a good outcome for a workplace counsellor.
- (N) Well it's not for the person or the people who pay for it. Ok thanks very much. Ok and the last question is have you got any other comments you'd really like to make at this point?
- (K) Well I just think it's a good idea Norman. The idea of the course is very good and I'd be quite happy to have some input into it as and when you wanted to because I think it's a good idea and I think increasingly employers will say what is your qualification and what is your experience as well. Now with the EAP industry we've been bedevilled by the fact that they have this CEAP qualification, this American CEAP and it's really quite de-relevant to most EAP workers.
- (N) That's what I thought. I looked into it in some detail and it's much more a HR qualification as far as I can see.
- (K) It is. In America they are expecting EAP counsellors to have this qualification but it's not relevant but a **Masters** in workplace counselling would be much more relevant. I'm actually going to the States in a couple of weeks time to go and look how they manage counsellors within the EAP industry over there, to look at how they train them, how they manage clinical risks and all those elements so I'd be quite interested and maybe have a chat with you when I come back about some of the things I find. In that year 1 bit in managing clinical risks, if you're working with an employee who is at risk who holds the risk and who's got an

investment in that risk. We need to know about it and who holds it and that's really quite important. Here we, if I look now at our at risk board we've got just over 20, about 25 on it at the moment. And they're employers know nothing about that, we contain that within here completely but it's the counsellor and ourselves working together to contain that and counsellors need to understand that. One of the things that we get struck by that relates to that is we phone a counsellor up if we suspect there's a risk element and the counsellor will be quite adamant that they are competent and accredited and able to cope with all my client work and we say you may be but we've got to manage the risk so we've gota to do this together in partnership and it's quite an eye opener for some counsellors.

(N) Most counsellors I would think actually. OK thanks a lot. That's been really helpful.

TRANSCRIPT NO 7: CG - (31/5/05)

- q.1 (N) So if we start out with the first question which is that my investigations to date indicate that workplace counsellor postgraduate qualification would be attractive to potential stake-holders, so that includes people like your own organisation. I was wondering how you'd react to that?
- (C) I think there are two points I'd like to make on that I think. The first one is that I think there is a need for workplace counsellor training as I think we've discussed before and I think that's really important and I think there's a lot of movement to that not only from the EAPs but also from other organisations like the ACW so I definitely think that workplace counselling, there is a need for it. I suppose the question I have is what form that would take and who it would be actually aimed at. I think that's perhaps something which I need to raise with you now so that I'm absolutely clear. This MSc in workplace counselling, what's gonna be the difference in that than lets say an MSc in counselling?
- (N) The big difference is, the first one is it's not an MSc in workplace counselling, it's an MSc for workplace counsellors so it's taking people who are already experienced counsellors, competent counsellors, and teaching them about issues that they need to know about to become workplace practitioners; such things as organisational development; such things as looking at the role of the counsellor, not just as a responder to a troubled situation, a down-stream responder, but as an up-stream responder. It's sort of taking it outside of the current professional box and taking into account the thinkings of other professions as well.
- (C) That makes sense. So basically the people doing the course will already be qualifies counsellors, so it won't be training them to become counsellors, it'll be training them to...that was just my question...I wasn't quite sure about. I suppose my issue then is do people just need an MSc in workplace counselling or do they need it a little bit broader than that to (and maybe this is going to be part of the course anyway, it's just a question of title and so on) but I think the important thing about being a workplace counselling is obviously being an effective counsellor but also to know all the other things that go around and obviously organisation dynamics are an important part of that and all the clinical stuff like being able to do an assessment and research, the short-term work, the long-term work and also to manage interventions as well. One of the things about being a workplace counsellor is not necessarily doing it all yourself even if it's clinical but refer it out, psychiatric assessment, drug and alcohol rehabilitation programs so it would be about case managing it as well as actually delivering. And the other thing then I would suggest is something which would be quite important would be things like coaching and management consultation and a range of other interventions. I suppose that one of the things that always worries me which comes from being a psychologist like yourself, if you're training to be a counsellor then you tend to give people counselling – does that make sense? And I think what I mean is I think what stake-holders would want would be a little bit broader than that so for example coaching and what is the difference between counselling and coaching, management consultation and being able to run some training. Now that's obviously a broader issue in a sense but obviously management training...the whole area but I suppose emotional intelligence. Emotions in the workplace I suppose is my big issue I'm very involved with at the moment, I mean I come from a fairly standard counselling psychology training I mean my MSc was in Psychotherapy but it was a fairly standard course, a good one but standard, and what I've learnt from working in workplace counselling now for the best part of 12 years full-time is the fact that what you're actually asked to do a lot of the time is not really counselling as such, it's not anything really, it's basically being sensitive to people's emotions and really giving people guidance on how they can help people with their emotions to be prevented in their interventions as well as just remedial. Because obviously counselling by its nature (it depends on how you define counselling) tends to be a remedial intervention, people have got problems or issues and they go for counselling. Whereas I think that a lot of organisations want proactive stuff; what can we do to avoid certain situations?

(N) Yeh, these are all part of the design of the program.

- (C) Ok well that's great then so we're all on the same...thinking the same way. That's great.
- (N) The two main things that I've picked...you're absolutely right that Counsellors tend to offer counselling as a solution but there's lots of other approaches or things necessary that's why it's an MSc for workplace counsellors rather than in workplace counselling and part of the design of the program are a number of units where by you do look well outside the counselling box, what other services are offered, there is the collaborative units with other disciplines and there are specific units about things like coaching and so forth.
- (C) Yeh and of course critical incidence although de-briefing is taking a pounding at the moment quite rightly but that still doesn't mean you can't do support services.
- (N) Well maybe de-briefing is not the best solution.
- (C) Maybe we've got to lose that word.
- (N) Well maybe we have but we still need to work with the traumatised client in some way or the other. That's the other thing about the program, what's different with it to other ones is that this one is designed by the stake-holders and the very sorts of comments that you're all making, other people made before as did you actually last time we had a formal interview, and that was taken into account when the program was designed.
- (C) Yes absolutely, I can see that some of those things are involved, I was just trying to clarify some things from our previous conversation.
- (N) But you're quite right to ask what the difference between the two is because this is not really a counselling MSc.
- (C) Yes, maybe the word counselling is fine but maybe you need another word in there, maybe 'counselling and workplace well-being' if you know what I mean.
- (N) That's an interesting point; I'd never thought about the title itself as being...actually to be honest with you I never thought about the title full-stop. But I take your point it could possibly be the wrong title.
- (C) Well it's a marketing thing isn't it. I think counselling...it'd be good to have counselling in there but maybe, well personally if I was you Norman I'd put coaching in there as well because that's a very sexy title at the moment. We've got into marketing now rather than psychology but...and workplace well-being or something because I know Andrew Kinder of ACW is trying to move away, he's trying to call the ACW the 'Association of Counselling at work and Workplace Well-being' or something.
- (N) See I didn't know that. That's interesting.
- (C) Well there's a tip for you.
- (N) Well I think the important point here is that if someone like you who is knowledgeable and is generally speaking goodwill to a concept and is confused by the title, goodness knows what the rest of the world is going to be like. So thank-you for pointing that out.
- (C) I think what you are gonna get is people wanting to be trained as counsellors and I think what I'm saying here is one of the things about EAP work is (and obviously I see that as workplace counselling) is to an extent what you have to do is give up your professionalized identity of being a counsellor. The way they put it in the US is what they want is you to move away from being a counsellor clinician to become a become a behavioural health consultant. Now that's the American jargon, so it doesn't actually fit too well here. In other words what they want you to do is have your counselling clinical background and have those soft skills and abilities and to be able to use those sometimes but to be able to move away from that and to do things that are much more effective and the workplace there are certain other things that maybe...to give you an example Norman, I mean I've done some on site counselling when people have been made redundant. Now a lot of organisations make people redundant, obviously there's a lot of guilt around, even the most ruthless organisations feel guilty about having to do it and are often wanting to make it better by throwing money at it and one way they'll say we'll pay for you to come on site for a day, 2 days, 3 days. Now if I take a counselling approach and sit myself into a room, nice and comfortable and confidential and ask people to come and see me if they want to talk about it, I 'll end up getting no-body. But if I for example go out and give presentations or hang around the coffee machine or even run a model preparing your CV, I'll get all the people coming and seeing me and talking about it. They'll actually end up talking about the same things that

they would have done if I was in a room, does that make sense? I think that's the biggest challenge I would say is getting counsellors to step out of their professional identity and to be more willing to problem solve and look at things in another kind of way; to use their knowledge of being a counsellor but to step out, does that make sense?

- (N) Yes absolutely, it does and I couldn't agree with you more and these are all areas which we hope we've built into this new MSc. We talk about breaking the boundaries, breaking the box. We're talking about using counselling background but applying it to different ideas. So that's the actual project, so it sounds to me like what we're trying to produce is something which you could well be in the market for.
- (C) Yes I think so. Well I certainly think the concept is attractive. In terms of marketing well that's a whole different area isn't it, lots of people are trained, but I would say workplace counselling would be very relevant. I don't know if I've mentioned it to you before Norman, I was wondering if you could somehow link it in with the CEAP that the EAPA do as well.
- (N) Yeh I have been looking at that and it's quite a complicated topic.
- (C) It is but I was just wondering if people could get that as part of their MSc studies as well.
- (N) Well it's something I'd thought about and at the moment because we're starting this in October there just isn't time to bring that in. It's a very good point and I think from a marketing point of view that might be very attractive.
- (C) Well I think yes I mean basically it's your standard qualification for the US.
- (N) Yeh I appreciate that. The real answer to your question is that I've got too many different things that I haven't got round to it. It's not something that...I'm aware of it.
- (C) It's worth something to think about though.
- (N) Oh absolutely. It would make the product more attractive from a market point of view.
- (C) Although I'm board with what you're doing and I think a lot of other people are from the top, it's I'm just trying to put myself in your place because I have been in your place before and I....what's gona make me do this course, what's in it for them? As apposed to ... I mean they've already got a Masters degree say in counselling, why would they want to do this or they haven't got a Masters degree, why would they want to do this one and not a normal one in counselling? You know what I mean Norman, and non-specific one.
- (N) Ok thanks, so the second part of that question is, obviously there is an agreement between us on the value of this sort of course, what input would you like to see from the stake-holders. Now in this particular case I mean people like yourself or the sort of organisations that people like yourself represent. Where do you think you'd like to be involved, if at all, in the design of this project?
- (C) Are we still on question 1 or 2 now? Is it personally?
- (N) No it's not personally no. Do you see the agencies having the need to have an input or are they gona be ok with what we're proposing?
- (C) I think I'd like to see more detail because I've only seen one sheet and no doubt you've got to write a full documentation for the University. I think before I can answer that question fully I think I'd need to see the full...things like reading lists and so on so I get an understanding of the level, and certainly I think EAPA would like to haves some kind of impact on that and it's one of things that I'd want to raise... because I've got an executive meeting tomorrow and EAPA is not in the business of recognising training as such in the UK because it's all...the only thing we recognise is the CEAP but obviously if there is something that we could do to sponsor it but I'm not sure what that could be at the moment but let me give that a bit of thought.
- (N) Well do yes. When I went to a meeting last year in the summer where I gave my presentation as it was at the time, it was very well received I thought. So anything that EAPA could do to be involved with this would be very gratefully received.
- (C) Yeh absolutely, I'll see what I can do and I'll raise this at the executive tomorrow. The other thing of course is speaking directly to the providers because a lot of the time EAPA is being a professionally body,

we can only do certain things but different providers may want to do different things in terms of sponsorship and so on.

- (N) We certainly hope so. Ok let's come to number 2 then the personal bit. Do you feel that you could personally contribute to the design or the delivery of the course?
- (C) Yeh well I have to say that you've really got my interest; I'd love to be involved. I think I said to you used to be a lecturer in Psychology so I designed a Masters degree in counselling sort of rather what you're doing now, from the bottom up or the top down, or both basically. So I'd love to be involved so I helped deign an MSc and got it validated and then delivered it. I was the manager and I delivered all of the modules over the years, but I didn't deliver all the modules at the time. I managed a team of counsellors so if there's anything you'd like me to get involved in I would love to, whether it's either just minimal, reading through your documentation or obviously doing some teaching on the course.
- (N) Where do you think you could teach? What sort of areas would you say was your expertise?
- (C) Well let me just go through...I mean I think...obviously I've taught loads of things on counselling when I was lecturing. I have been out of the business though for about10 years full-time but I suppose my major or what I would see my major skills would be the specific focus on workplace stuff because I've worked in the business full-time for 11 years with 3 different providers which gives me a bit of experience on those kind of things so the different range of interventions I'm very keen on, the coaching, the management consultation because I've just done an awful lot of that over the last 10 years and I've got a lot of case studies and examples of that. So I suppose looking at your thing, the roles of workplace counselling is obviously straight forward, workplace counselling models yes I could do that but so could lots of other people really because in some ways the workplace counselling models are the same as other models generally really. So you weren't thinking of anything specifically in that was you that are outside the normal? I have taught the theoretical models but it's a while ago so that would take a lot more work. I have done it but I say the time limited counselling is easy for me to do but again I think you'd probably have someone else you could get. But certainly the roles of workplace counselling, the stress analysis and management I do an awful lot on that now.
- (N) I think the big thing that you could bring would be your up to date experience of real life counselling but not just counselling but all the other things that you do. You've mentioned you've many other functions and it's the many other functions that I'm interested in. We're not teaching counselling. The only reason we've got solution focus counselling in here as a unit is simply because many counsellors never done it.
- (C) No and I think it's very good and I tend to look at solution focus in two ways; there's the specific solution focus therapy obviously just shows the stuff and all the rest of it and so on. I think the solution focused approach is the more general one and it and it isn't just pure De Shazer but of course he always says lets fit this theory into theory but you know I mean I think this solution focused approach as apposed to necessarily saying solution focused therapy if that makes sense. And so I think that's very useful to do, it just gives people...and you can also challenge traditional models of counselling that they might be trained in.
- (N) I hope so and that's why it's there. It's the only counselling as such model in the whole program and it's only there because it's lacking in most people's counselling training. You've got a few evangelicals like Steve Deshazo, but most people there not happy (at least to begin with)with time limiting, they accept it as an imposition and don't where you can actually use it as a strength, which is why it's there.
- (C) I think if you asked me I could almost teach more or less all of it but some of it I would need a lot more preparation because it's been 10 years since I was doing it so I would have to regain my notes, 10 years worth of theory. I think I suppose what I could offer is the up to date examples and the examples actually that are very hard to make up without the practice. What I do a lot of these days is I do a lot of working with the organisation so I do what I'm suggesting. Although I'm a psychologist by background I do very little sitting in front of people one to one. I do some just to keep my hands in. Most of the work I'm doing is at the organisational level helping them problem solve with there people issues really.
- (N) Absolutely and I think that you're strengths not in re-hashing something you learnt 10 years ago but telling but telling them about something you did last week.
- (C) Yeh and I could say when I'm teaching that when I was with Morgan Stanley last week or when I was with Royal Bank of Scotland delivering a stress course... Yeh that was really why when I was teaching counselling at University I insisted that I do one day a week at the NHS because otherwise...because there's nothing better than examples that are real to you there and then. When I was teaching I could say I had

seen this client the other week who had this; it makes it much richer because if we've seen something in practice I think it's important for us to do it as well.

- (N) There's plenty of theories at the University, its practice as well that we want to do.
- (C) I suppose that's probably what I could do better than most because partly I've got the background in Education but I can come up with the real life concrete examples day in day out.
- (N) Oh yeh I think those two come together, the spills of education plus the practical parts of the workplace which make contributions from people like you very powerful. We're certainly going to try...this is not just gona be me and my mate teaching.
- (C) Oh yeh absolutely, I could send you my CV, I was a lecturer, that's what I did before I worked in EAP so I'm very interested in that.
- (N) Yeh actually what I might do is when I get down to doing the details of the course I might come to you and say I'm missing a bit of the unit, here's the overall parameters of it, what do you think you could add into this one?
- (C) Yeh sure by all means, absolutely.
- (N) Now if we go to question number 3, now this is a difficult one because the devils in the detail and you haven't got a lot of detail there. I'd like you to comment on the course as proposed. The course you've got in front of you is the one we're gona be going with from this October. Now clearly one of the bits of research we were doing is how does that work out and no doubt we will be changing it like mad over the next couple of years. That's the one we will actually be going with this October. If you can comment on it but first of all in terms of the overall content does it look ok ish, does it smack you in the eyes being something terribly wrong with it? What's your general feeling?
- (C) I think now that we've discussed things and explained exactly what the focus of the course is, I think it's generally about right really. I'm just wondering to have a specific module on organisational dynamics or whether that could be covered in the roles of the workplace counselling or the workplace counselling models, does that make sense?
- (N) It does yes. I am planning to include that sort of thing in those two modules and I'm still exploring quite how that would work.
- (C) I think they're quite key because the nature of the organisation is very important and their culture. What I always think is quite interesting for counsellors is you do a clinical assessment on an individual but how do you do an assessment on an organisation,? We often talk about organisation culture but how do you do that, how do you work out what kind of culture an organisation has? And that kind of thing could be quite interesting.
- (N) And once you've worked it out how do you change it?
- (C) Yeh absolutely. How do you fit into that?

(N) And the individual units, is there anything there that strikes you?

- (C) No I like the way you've done it Certificate, Diploma and then the MSc. I think that's a fairly good...that's the standard way of doing it really; that makes a lot of sense. So the Certificate I think is very grounded and then the Counselling Research Practitioner, so all 4 of those modules would be in the Diploma?
- (N) Yeh but 2 of those...what happens is they do their 4 workplace counselling modules in year 1 and remember this is a program for counsellors not in counselling so in year 2 what happens is there's another MSc going on at the same time in Supervision.
- (C) That makes sense, that is a standard counselling MSc?
- (N) That's a standard counselling MSc in Counselling Supervision. In year 2 both groups of students come together at these common points which is research and what's the future of counselling as a whole; let's look at our profession and see how its developing, what ways could it develop. And then the last two units they join in with people who are the Social Studies MSc's in all sorts of areas of social interventions and social

workers and health workers etc. and that's the collaborative practice where you learn to understand and critically understand other peoples disciplines and see how your own discipline can fit into that pattern and how you could work together or what would get in the way of you working together as well. That's the Diploma part and then the last part you switch back to a purest workplace counselling and do your research.

- (C) Yeh that makes sense on that. I suppose the thing that comes into my head then is that at the Certificate level the two modules 'Workplace counselling models' and 'Time limited counselling' again it's where we fit in the coaching and the management consultation part and again I'd need to see the detail of those really to be clear about that but it's actually the concept of those 4 so I think the first year's the key one isn't it really because in a sense that's your building block, that's your foundation.
- (N) Yeh that's absolutely vital that opening block. Coaching is going to fit somewhere into...well it's between roles and models actually, I'm not quite sure where that's going to fit in yet, but fit in it will.
- (C) It almost seems and I know it's ironic but the word counselling is in there too much Norman. I think we need something like types of psychological intervention. I know that makes it sound very grand but you've always got them on the course by then so you don't to hit them with the psychological jargon. But going back to the old days of John Heron and his sort of 6 category intervention analysis as a way of approaching interventions, so I'd almost have one which is counselling and time limited and solution focused and a little maybe on some of the other models as well and maybe have the other one different types of psychological intervention. One thing I did do and I put a lot of time into and was quite interesting and you must have seen there are different ways of doing it, where counselling fits on a range of interventions of training, teaching, advising, that sort of thing.
- (N) Ok fine, almost the last question which is your own model of Counselling and by that I don't just mean like EAP or in-house, I mean how you see the general structure of workplace counselling, how you see it fitting into the workplace?
- (C) That's a difficult one, that's very challenging. I suppose my model comes back from where my approach which is very integrative and eclectic and my model of workplace counselling is specifically one type of intervention which is very effective if with the right people, if done in the right time in the right way but there's a lot of other techniques and interventions that you can use as well as what would be called just traditional counselling so really as I say my model would be (if there putting it in American jargon) I don't call myself this because no one would understand it but I look at myself as more of a behavioural health consultant or as psychological consultant rather than a workplace counsellor if that makes sense. The stuff I it isn't strictly speaking counselling, it's always got a psychological background to it obviously because I work on that and that's my background and collaborative practice, scientist practitioner model I think is really important. I think one of the problems and one of the big issues is that too many people try to do counselling in the workplace when that may well not be the appropriate intervention.
- (N) So how would you fit that together then, that non-counselling intervention?
- (C) I would see a range of interventions that you have with people whether they are interventions coaching. so the way I look at it is it's the old (I've got better ways of conceptualising it) but it's the old sort of primary/secondary and tertiary is a good one and one of the things I think could potentially be good about what you've done in terms of structure is that stress is very good at that as well. There's a lot of issues around stress and one of the things I do with organisations at a primary level is help them with things like the stress policy and help them raise awareness of stress and help the organisation to think through how it's going to manage stress and obviously the health and safety executive. So I do all that kind of primary stuff. The secondary stuff would be the training, training managers in how to identify stress in their employees and what to do about it, absence management and team building to avoid stress. I've even run a a course on time management recently which really had a focus around stress, so it wasn't only managing your own time but also how you work together as a team. The tertiary level is where you get stress counselling but again when someone's stressed it may not be counselling they need, they might need coaching, they might need a more psychological education approach. A lot of it comes down to what your definition of counselling is and it's very broad. I do think there are a lot of counsellors who are very good counsellors in the traditional model whether it be psychodynamic, humanistic, person-centred or even cognitive-behavioural but they don't take the move out of that. They only see counselling but sometimes people need other forms of help. I mean I would argue outside of that as well but this particular workplace...because of again generally speaking of course we are dealing with a healthier population than we would be if we were working within the NHS because a lot of people I saw, even when I was working with the private NHS level, let alone secondary care basically were disturbed or disaffected to the point where they couldn't hold down a job. Whereas of course most of the time in workplace counselling, I know there's families and everything else, but generally

the people we are dealing with in a workplace setting are slightly less disturbed in a clinical setting because they are holding down a job. That's a poor generalisation I know but you understand what I mean.

- (N) So you're saying changing to the non-clinical population.
- (C) One of the interesting things that I've been doing is I've been using CORE to evaluate people and traditionally as EAPs we screen people out who've got too serious a problem or are too distressed to really benefit from EAP short-term counselling but we are also offering counselling to an awful lot of people who according to CORE don't have a level of distress to warrant it. Now I know CORE is very much a primary care intervention but it's quite interesting that we are offering counselling to people who maybe some modified intervention would be more appropriate.
- (N) Ok that's all very helpful Colin.
- (C) Maybe I should say as well it's just struck me, one of the things I think a workplace counsellor needs to be focused on and I certainly am, is unit technology as well potentially. Video therapy, obviously the traditional self-help line has been around for along time. I'm not just talking about my counselling but just basic counselling through chat type models but there's a lot of stuff on the internet now which is very useful which you can actually use.
- (N) Yeh I think one of the things that we don't pay enough interest to is something relatively simple like telephone based counselling. An awful lot of that goes on in the EAP world doesn't it.
- (C) Absolutely, what do we mean by that and whether it is real structured telephone counselling or whether it just is the equivalent of a drop-in type service where people ring and they speak to a counsellor there and then.
- (N) A lot of it is almost at that level. A lot EAPs they run telephone helplines which they say isn't counselling but it is really in that people bring problems to them that are very here and now and sometimes they need some here and now answers. Even if it's something like you need to get legal advice or something. It's not just answering a straight forward and technical here's an answer, there's much more to it than that.
- (C) Absolutely and there's also the role of the internet and again in a few years time there won't be telephone counselling as such because you'll be sitting in front of your computer with your camera and I'll be sitting in front of my computer with my camera and we'll all be talking over the internet so you'll be able to see me and I'll be able to see you.
- (N) Absolutely. That's not far away at all is it.
- (C) So that's a totally different...that's going to be a half way house isn't it between traditional telephone counselling and face to face.
- (N) It'll be interesting to see how it works out because I think it's gona be the coming thing. Ok the very last question, this is the old catch on of course, is there anything else you'd like to add, any other comments you'd like to make?
- (C) No I think I've covered everything, nothing really sort of strikes me now. I think we've covered most of it as we've gone through really.

TRANSCRIPT NO 8: BW - (15/4/05)

BW..... - 15/04/05

- q.1 (N) As you know, my research to date recognises that a workplace counsellors postgraduate qualification would be attractive to potential stake-holders. In this case I mean the people like EAPs who would employ them particularly providing those stake-holders whose involvements are in delivery. Would you agree with that concept?
- (B) Yes, entirely .I would think if we had in organisations, and I think employers too if they understood enough about it, but certainly the providers of the service. One of the difficulties at the moment is drawing

people from a pool of good varied levels of ability and qualifications and even those qualifications and abilities are poorly described, there's no consistency so it really at the end of the day comes down to personal interview and a huge amount of trust. And then some more training and luck. So obviously if we knew that people had gone through an approved process then obviously that would be security for us and comfort for us but it would also be...if the organisations that were subsequently employing people had had some input into that process I guess that can only be advantageous. Although of course I guess there'd always be a kind of delay, a loop that any changes in the curriculum or additions or strengthening would obviously inevitably be a few years before the benefit was found.

- (N) OK, thank-you. So that leads onto the second part of that question, what input would you like to see from the stake-holders? In this case the stake-holders are agencies like your own who employ these professionals. So what input leading to the design and delivery of that program would you particularly want to see the stake-holders help in?
- (B) Well I can only speak from a very personal perspective, my experience in our organisation, which would be that clearly it would be useful if we had been able to ensure in some way that the vaguer aspects of the work were clarified and taught in a very pragmatic outcome orientated way, and the word demystify comes to mind as well. I'm thinking for example of some of the stigma in the counselling profession at the moment to things that aren't real counselling, like telephone work for example; the increased move around the use if emails for various things. Some organisations are already using that in engaging with clients. So some very practical stuff that wouldn't be a huge amount in the course but some very practical stuff to get past this mantra of confidentiality, which is so often an excuse for doing nothing. I know that's not how people mean it but that's the result at the end of the day and its way over used in my opinion. So to sort of tidy up some of those lose ends and demystify some of those aspects of the job and how counselling is applied in that setting.
- (N) Following on what you said about A K earlier, I actually saw his article in the ACW journal. He sounded quite shocked to me, he wrote he'd come across a huge section of the counselling community who said workplace counselling isn't really proper counselling is it. He'd come across to me as shocked and pretty annoyed as well. OK thank-you very much. We've looked at it quite generally now, I take your point about I suppose in some, what you're saying is let's bring some reality into it.
- (B) Yes if I can give you perhaps an example, we work obviously in various counselling settings in the conventional sense; there's counselling face to face and there's counselling over the telephone, but there's also many interventions that are less clearly prescribed, for example what often gets called critical incident which in fact isn't conventional de-briefing but it'll means there's been a dramatic events at work, usually not high drama but for somebody it's drama; a death on the road; or a death in service; or a member of staff has a huge row and has to come back to work. And to much more routine things where counsellors are often asked to facilitate this process. Now very often they have difficulty in wearing the two hats in what gets called the duel relationship. It's not something I have ever had a problem with because I was brought up...I was a consultant first but I think for some people that it is a real mystery and I know that for our clients that it is a real problem because they sense very quickly when that counsellor turns up whether they are credible. It doesn't do the profession a lot of good and very often the counsellors will...and this isn't our case now because we've trained people more rigorously in this but there is sometimes a tendency if we simply as it were pull counsellor off the shelf somewhere and say could you go and do this. And of course that's what we'd be doing, it might be one of our affiliates in Peebles or Manchester or...can you be there tomorrow. We need them to understand that they're an ambassador of our organisation and that this is a business and that their counselling is of course their responsibility and their confidential relationship with the clients is of course paramount, but they have an equally important relationship with the organisation. It's that part which sometimes makes them struggle. Some of them are very very good at it and we just know we can send them in, but there's a just a proportion who aren't. But of course in fairness many people who are trained in counselling, they didn't anticipate going into that role.
- (N) But they've got to acquire that. OK so leading on from that, what would you feel on a personal basis that you could contribute to the design and or delivery of postgraduate workplace counsellor training?
- (B) I think that...me personally...
- (N) You personally, on a course like ours, what would you like to do to help us out in both planning a delivering our programmes?
- (B) Well looking at the curriculum you sent me, I think that it looks absolutely fine but curriculums are a broad buster. I think there's a real...I'm a big fan as you know of brief therapeutic techniques and in particular systemic solutions of therapist care type approaches and from training people for years I am ver

cious of the fact that people have great difficulty making that shift. And indeed it has been said by some e leading names, that the people who have got the most amount of baggage already have the most culty in taking on some of the simplistic ideas. So I'm very committed to seeing people take on an erstanding about their approach and getting behind and I know that when the penny drops it's patible with just about any other approach. I don't think it's a model, I think it's a way of thinking, a way Iking.

It's an approach, its attitude.

And the other thing about it is that it does require quite a shift in thinking and that's one of its valuable of the counsellor can't do that at the time we'll be confused so I think that's very very important.

This is an area where you feel you could have an input

Absolutely. This is something I've been working on for years.

You sound quite evangelical about it.

Yes I am evangelical about that. I'm not in my training incidentally. The other aspect about it is how I e into this into the first place was because I was a linguist. I mean I was a linguist, not in the sense that I university trained as a linguist, but that I spoke several languages and I started my training in France so I'm very focused on the use of language. I'm aware that a great many people use language, let's say stioning for example, as a fairly blunt instrument and I think there needs to be a better focus on that ause one carefully placed question can be worth an hours therapy session frankly. If we get it right we do great things for people who haven't given it a lot of thought to how they are going to communicate the client; words they use; words the client uses. So those are two areas that are linked that I feel very comfortable with. The other thing that I am working on in our organisation is that from training our ates, I've run days on...obviously I always do solution focussed and group therapy training. I've done a lot of work on depression from a brief therapeutic model based on the work from America which is en to get results but also more recently topics which have been coming up frequently is anger and stre e generic terms are widely misunderstood and I think we as a profession need to have a far more matic explicit approach to dealing with these vague terms. Because when employers see a member of go off work with stress and typically might be thinking 'God it's going to be 3 months', when we can constrate after 2 or 3 or 4 sessions we can have that person back at work, all be it supported with a bit of ducation along with the counselling. Not withstanding there maybe very real psychodynamic tionship issues that want tackling, but equally we need to equip people with the awareness and the tools anage their own stress in an increasingly demanding world and I think that would do the profession a e amount of good. We've got a practitioners guide which we're developing now on that topic.

Question number 3, is you've seen the structure of the course. I'd like you to comment in 3 ways, first of ust as a first take overall. Is it generally the areas that are useful to you?

These would be people who are coming in with no counselling experience or people ...this is a graduate diploma?

People with counselling experience. Theses are trained counsellors who now want to acquire additional ing to become workplace counsellors.

I think that I probably wouldn't add to that as long as we've talked about the peripheral aspects of phones but I guess that would come under the roles of workplace counsellor and into the models at some t. What does it mean to actually sit in what is effectively a call centre, if that's what they'd be doing, of se many wouldn't. I think that's look like a very good...

But what we're finding is a need for one or two extras but I'll come back to that in a moment. Can we just at the individual units, how do you feel about those as such? Years 1 and years 2.

I don't know how qualified I am to answer that.

I mean when I saw reflective practice on year 2 I thought wouldn't they already have this? Collaborative practice if I understand the term I think that's something ple quite often struggle with, that's very very valuable. Developing the professional counsellor sounds er vague, general, so I'd like to know more about that and the counselling researcher practitioner. I cose coming from a workplace environment I would be saying what level of experience have these ple... are they likely to be experiencing what it is to work as a workplace counsellor in any way in this and

Yes and that's something other people have mentioned. We have talked about the possibility of doing cements. It is likely that this person will be a qualified experienced counselling who either has got some kplace experience or wants to work in that field. During their time with us we will be extremely ouraging them to do some real life work. In terms of researcher practitioner, one is if they want the full c they've got to do a piece of research but secondly, which is probably more important, they've got know to use the research, they've got to go and read the journals and the books that are coming out and to luate them and understand them. It's how to critically use research even if you don't do any research. I an I'm like every time you go into a situation you're researching.

I think that the ... what was behind my point ... one of the things that we know some counsellors ... people ning into all be it well qualified counsellors coming into workplace counselling, sometimes struggle with a nber of things. They struggle with the types of idea, workplace counselling models, time limited model. y struggle with as they see it the rather superficial nature of the counselling relationship, I mean it isn't but y've perhaps been educated to believe that there's virtually unlimited time to sit with this person an allow m to gently perpulate until they have some results. This is a driven process by criteria outside their trol so probably it would be useful to think in terms of in someway enabling them, by placement, by visits, whatever to talk to some workplace counsellors who are working in the hot house of the call centre ironment lets say. Now because I think this can be a shocking thing for some people, it's not what it Int sounds like when I use that terminology but I think that one of the things that would help them ormously is to come into the real world already prepared for the real world. Now they would have had a of that through your course anyway by osmosis but that would be the only thing...how could we ke...it's actually very exciting work because you don't know where the jobs going to go or where it's going ake you and there are increasing demands sadly sometimes in response to tragedy. How to do that fully and how to be that person. Many counsellors for example are used to sitting comfortably in their inselling room; I know that I was trained that way and actually the first time I went to an employee, they d well we'll give you a room, a colleague of mine went into a school and they said well we'll give you this om cupboard, and suddenly the counsellor and people working with the counsellor are in a far from ideal rironment. So those types of issues; more about the environmental factors.

What I am picking up here and I've heard an echo from other people, is that because this is a ctitioner's qualification, it would be good for the students to be exposed to practice. And one of things I ald hope to have inputting from outside contributors would be 'this is what we are doing in counselling in workplace today; these are the issues we are concerned about today; these are the difficulties and the blems we are encountering today' and that's very much...so people like yourself who not only doing it but out there meeting all the customers have something very real to say.

That's right, absolutely I think sq. I think there's also a place for some of those customers. If you ik...I was just talking about the ACW Conference, when you get the head of XX, sorry the lead council of standing up and saying this is what we deal with on a daily basis, it's only a 1 hour talk, it makes it very I and a very very valuable experience.

This is why and I notice it doesn't day it there, but for your information what we plan to do is that there a number of topics that we could usefully teach within this program. So what we are going to do is try use this as a mini menu of topics. One of the units in the first year you can chose from that menu cording to your taste but also we'll run them as stand alones so that you could do them a few at a time and ybe in a year or two's time see we're offering this particular thing and because of where the market is say go back and do it. Because it is at MSc level, it would benchmarked and regulated claim. Because any you and I could sit down here and write a syllabus for the ideal workplace counsellor that would take rest of our lives to write let alone learn it. OK thanks. That sort of deals with question 3; about anything add in or take out of that proposed program.

Well recognising that this program is a series of generic headings to allow you the flexibility as you scribed, probably nothing to add to that except that it's a very exciting idea and I suppose I would like to a ward about what is in each of the units. You also said there had been a number of other comments put ward about what might be needed.

Well the two things that were put forward... the first one was similar to that you said that this need for ving an input of real life workplace counsellors into the program; it wasn't sort of separate academic, head he air thing and all of them I spoke to echo the same thing, that they've got to be business aware and y've got to have value and they've to be able to present themselves in a professional way and acceptable/edible way. And that they...it would help them to learn about the real life. It's like XX that if we had neone like you come along and do the lecture, just as a one off say, 'this is what my week's been like; this

is what's happened; this is what I've been asked to do.' It isn't...you took those last two units about researcher and professional practitioner, the idea behind that one is not to train people about how to do work, it's to train people in attitudes so that they can go out and all these one off situations promote problems for.

- (B) This is a fundamental point actually because I mean you covered it in what you said, but one of the shocking or surprising factors for people is, of course there's a counselling work but there's also like I say the displacement, the demand, and what does it mean? Do they understand business imperative? Business is not a dirty word. There is a kind of belief system in some counselling now, 'we're counsellors, we don't quite dirty our hands... We have to very definitely be on the side of the employer as well as the side of the client.
- (N) And that's a good point. I fact I'm looking at that now in the models. Different people said well look we right now would like to see this in it but what they're actually saying is that right now we've got a lot of clients coming to us with stress sow e want a stress unit or whatever. My response to that is, my developed response is yeh we'll have this menu so it's there so as the demand alters we can put the goods in the window. But that's not saying we're definitely adding this we're adding that, it's like they're all valuable and put in a store cupboard as it were and they're there when we need them. Thank-you very much. What sort of thoughts you might have about models of workplace counselling?
- (B) most definitely have and I'm quite stringent about that in my own organisation as well as elsewhere because I believe...I'm always shocked when I get counsellors say to me 'well tell me how to deal with stress, tell me how to deal with...' I'm not withstanding that there are discrete areas of study and expertise so I particularly worked with a lot of the depressions and I'm very happy working in that atmosphere and I think it's a little bit misunderstood generally and I wouldn't be that effective had I not had that training, so I'm not saying we don't need training. But I am saying that as therapist, as a counsellor, in an interactional process with a client, the topic they bring into the room, the issue, the presenting problem is secondary to being able to work with the person and I'm not phased by somebody coming in saying whatever it happens to be as I'm sure no professional person should be. We all have our private concerns and anxieties and even fears and so forth, but the fact is that I'm always surprised when people say to me 'here's a client presenting me with this problem, please tell me how to work with this person in a brief therapeutic framework', because people who properly understood that don't ask those questions. So when people say to me yes I can work in this way and then they say so how would you work with this person, which bit would you tackle first? I know they've missed the point really and so I would seek to have counsellors who are comfortable first and foremost with building that relationship, with understanding something about...bearing n mind we're talking about short-term goal focused, so something about thinking about the structure where he client wants to know which bits to deal with first and being able to talk frankly with the client about outcomes and structures of things so we get the maximum...
- (N) Whose the client that you see?
- (B) I see there is a...this is a word I struggle with. When I'm talking about the client here I'm talking about the end user, the person in the other seat in a counselling session. But of course the client is also the...we generally use the term 'client organisation' for that and the client also...I'm probably for example I work as a counsellor for a local authority, I go in there and I say hello to the health and safety man, who's the guy who's retained me and who tracks progress, I then go into my confidential private consultation, we communicate about clients with code numbers and so forth but there's going to be a time when I'm going to have to go and talk to him and say 'you know this person I saw this morning, well they've asked to come back to work and I think they're coming to see you'. That level of ...and of course I'd have the clients' permission to say that, but I think that's a tricky thing for many counsellors.
- (N) Yes I'm sure it is and it's not one that I'd know the answers to.
- (B) My personal belief is that it's got a lot to do with individual confidence in the workplace environment. Now I came from the consultancy environment first, an organisational psychology kind of environment first so I was talking about groups of people, not individuals, so I'm very comfortable interacting with managers and others. Perhaps somebody who's come just through counselling could benefit from talking to more people in those settings along the lines we've discussed and talk about what happens in work places and what their concerns are. Maybe go to a few conferences.
- (N) Well thank-you that has been very helpful. Just on a wider note is there anything you...have any comments that come to mind that you think you want to add in? Have you covered what you want to say?
 - (B) I think I've covered everything relevant at this point.

TRANSCRIPT NO 9: SC - (11/4/05)

- N. Could you just tell me the name of your organization?
- S. It's called Brook support Ltd
- N. And I understand you're round about three quarters of a million lives covered by your agencies work.
- S. That is correct
- N. I'm just going to go through this questionnaire with you. It's only a guide so we don't have to stick exactly to it. It's just to check the general boundaries to make sure we've covered the areas that are of interest to me. So if you would like to have a look at the question number one which is the workplace counsellors that they recognize nominated post records of occasions attractive to stakeholders. That seems to be something that is important for stakeholder.
- S. Certainly when I am selecting counsellors I'm looking for a postgraduate qualification although I will take counsellors who don't have a postgraduate qualification if they have a specialist skill in a particular area that I'm looking for and I can't get someone with a postgraduate qualification. But my preference is for a postgraduate qualification.
- N. What sort of postgraduate qualification do your counsellors tend to have?
- S. Generally most of them it's an MSc or an MA..... doctorate
- N. Okay that's fine, that's pretty clear.
- N. So obviously you are..... and you're looking for people with a postgraduate qualification. In this particular case you are talking about a specific qualification being a workplace council because I presume that this will be equally attractive.
- S. It would be even more attractive.
- N. What sort of input would you like to see from the stakeholder? In this particular case I was thinking about the stakeholder as the input over the organizations; like the employees council.
- S. Speaking as an EAP.manager, the word 'Keeping them'... is that they understand and are committed to the whole notion of time-limited counseling, that they don't see it as being a second-class service, that they are committed to it in its own right. And secondly, really understanding that their employers continue paying for this service. The employers have to get some benefit from it. So it's understanding, it's not seeing the employer as the enemy. It's actually understanding organizations and the role of the organization provided for the counseling.
- N. Perhaps we could come back to that, because that's a really useful comment on the content..... What do you think you could contribute to the design delivery, if indeed you felt you could?
- S. I would be happy to contribute to the design and delivery. I suppose personally, one of the things I would be quite interested in doing would be looking at how the counsellors get to grips with the organizationa culture, and looking at how that impacts what employers are going to be looking for from their employees and looking at the impact on how clients presenting issues might be shaped by the work-based culture, and also whether actually they're in the right job.
- N. What I'm picking up here, if I've got this right, is its something to do with making sure the counsellors, (the trainee workplace counselors), haven't got their heads up into the academic stratosphere, and have got some real-life roots in what they are doing, real-world roots.
- S. It's not so much having their heads in the academic stratosphere because I do look for people who certainly work to an evidence bank, but that they are not the very precious pure psychodynamic and pure

person centered, in that my relationship with the client is everything. If someone else is paying for it, get real, that person has no interest.

- N. Well yes, some would argue, and I certainly would argue that it's not just paying for it their part.... Work
- N. Would you see these as being areas that under the right circumstances, you would want to actually come on and teach....?
- S. I think it will be very useful for students on a course to hear from their potential employers as to what sort of qualities they are looking for and what sort of knowledge and also to some extent the philosophy of pinning that knowledge.
- N. Yes, as the course director I would also be hoping that those people were bringing into the training session some up-to-date information about work-based counseling as it is today out there in the real-world. It's only people like yourself that can do that.
- N. Okay, now you've got the structure of the course which you should be familiar with, and there should be nothing there to surprise you. If you would like to comment on it, first of all in terms of the overall content, how do you see that? Is there anything glaringly missing or something that doesn't need to be there? In other words, is it getting anywhere near where you would want the counsellors that you...in the day being?
- S. In terms of straight EAP counsellors, the overall content covers the main things I would want to see. One of the services that we offer is critical incident debriefing, so it would be useful if there was a critical incident unit there, but not all our counsellors do that by any means. So, in terms of looking at unit number-one roles of workplace.... Would actually look at what actually look at what's different about workplace counseling.... sessions. I think it would answer some of my concerns about being clear about what the employer gets out of it. I think time limitedcounsellors are absolutely vital, and really have to manage that most effectively. So, think theoverall content looks quite helpful. It might be perhaps be useful to have something that is actually labeled understanding organizations, but that's just really a suggestion
- N. I wonder if that's part of your, ability..... a number of other skills as well... Whether we ought to have some sort of, perhaps while the unit, some sort of menu basis according to what the demand is. Also, I suppose we really ought to be thinking in terms of perhaps, standing over them, by somebody who hasn't got... for example.... to comeback at a later stage and do a one-off.
- S. The people we are using have largely done that bit; it hasn't been part of another award.
- N. Well, we can produce.... As an example.... but all sorts of things.... Including things we don't yet know about our course....
- N. What about the individual units, I know it's difficult to say from what is quite a short thing there but I mean part of the answer is already about the units, you feel that they are more or less right then?
- S Yes but I think the one thing that is not there is understanding organizations, but I guess that could come into either of the first two units, and I think it is important that counsellors are aware that workplace counseling is different, and I think the first two units make that very clear, and the second two units are perhaps more specialist, so the first two units are setting the ground work for really looking at attitude as much as knowledge and then moving on to specific skills, with specific knowledge in the second two. In terms of the postgraduate diploma the counseling research practitioner needs to be not just a research practitioner but being a critical consumer of research evidence. Developing a professional counselor depends on what's in that really, how relevant that would-be. Reflective practical is absolutely vital and collaborative practice. We do ask our counsellors to carry out quite a detailed assessment to be sure that they shouldn't really be referring clients to Psychiatric.....
- N. Yes but I think the one thing that is not there is about understanding organizations, but I guess that could come into it, and think it is important that counsellors are aware that workplace counselling is different, and think the first two units make that very clear, whereas the second two units are specialist, so the second two units are setting the ground work for really looking at attitude as much as knowledge and then moving on to specific skills, with specific knowledge in the second two. In terms of the postgraduate diploma the counseling research practitioner needs to be not just practitioner but being able to be a critical consumer of research evidence. Developing a professional counselor depends on what's in that really, how relevant that would-be.

- S. Reflective practical.... Absolutely fine and collaborative practice. We do ask our counsellors to carry out quite a detailed assessment to be sure that they shouldn't really be referring... Psychiatric patient. The third question, we talked about things that were added in. I suppose that's the unanswerable question.
- N. What you picked up is good because it fits into my philosophy, is this idea of not so much teaching knowledge as such, but teaching them the critical skills and attitude to be able to take advantage of that out there because we're talking about master practitioners, not people having their hands held, so it's more to do with the common skills of mastership in any profession.
- S. Well as I was saying, without knowing the content of developing a professional counselor it is difficult to give any sort of assessment of that.
- N. My own view at the moment.... Because they are professionals, or they should be at that stage. We are talking about people in the second year of a master's programme. We've done most of the taught bit, so it's really to do with how do we go forward because much of the development of a professional counselor, right now I don't know. Part of what we train them to do is to answer that question for themselves at the time they have been asked it.

N. The big question of course is number four, the model work based counseling. Do you have an idea of what that should be?

- S. Yes I do, and really I think for me it's if there are similarities to couple counseling in that you are not just working with the individual. Even if you're working with a family member of the employee, the reason that they are entitled to counseling is because there will be an impact they're having on the employee, so is a much more systemic approach and standard individual counseling. Even when the individual is sacked, we have them in the consulting room. I think the key thing is the for the counselor to be to be aware at all times that the reason the counseling is happening is because the employer is providing it, so that is if you like the bedrock of the counseling, and from that there are various implications, that the individual is an adult and capable of making their own choices, and it may be that they don't like the way their employer works, the choice of 'stop working for that employer'. I think it pre-supposes a willingness to actually deal with issues, not to explore issues.
- N. It's all practicalities.
- S. Practicalities, yes, but there's something in their about individuals taking responsibility, so whereas long-term counseling is in the early stages very much about exploring and developing insight, I see work based counseling looking at ... Obviously there will be some exploration. My model really is what are you going to do about it? What ideas have you had? What might be the impact of those ideas be? So, really verging more towards coaching in a lot of cases.
- N. Right, well that is an interesting point because there is a lot of arguing about whether coaching is counseling or not. So that would link back to the reason the employer is providing the counseling. So, what is the reason?
- S. Well, there are two main ones. One is to confirm the government's safety legislation, and show that they are paying attention to dealing with employees stress. And the second one is because it's actually the bottom line work. It pays off, if people are off sick for shorter lengths of time, or don't go off sick, then it pays for itself.
- N. So, the employer has got the vital interest, but also has the vital influence.
- S. Yes, very much so. Well, if I give you an example: One of the clients who I am managing at the moment is has a senior management position in a large company, and has a lot of overseas travel, a high-pressure job. Importance of the Case Manager | spent a good 10 minutes talking to the counselor who I assigned to this individual, to be really clear that the counselor understood that no one forced the individual to take the job. The individual just had the responsibility for looking at "is this the type of job I actually want"? and that it would not be helpful to the individual for the counselor to go into "Oh your employer is terrible, they shouldn't be treating you like that".
- N. That leads me onto to what to me is an important question. When talking about this sort of clients point of view, I just wondered where the counselor might...if the guy is being treated badly (let's say that objectively he is being treated badly), I know he's making these adult decisions and so forth, and he might make the

adult decision of 'I'm not going to work for this company any more which will be a loss to the company, and maybe its the company itself that needed counseling at that point. I was wondering where you'd expect the counselor to switch targets.

- S. Okay, that's come up once so far where we have had a particular organization that has a large staff turnover because of the nature of the job which is front-line dealing with public who are not going to be happy about what the employees are doing inherently stressful the, organization recognizes that most employees stay less than a year. There is something wrong. The employer has asked us to look at what helps individuals carrying out that job, bearing in mind they're going to get abuse from members of the public. So we are engaged in gathering data into evaluation forms, and to what impact the clients feel the counseling is helping them to do their job. Now, you could say that no one should be asked to do that job, but it's a job that society has deemed that needs to be done.
- N. Or you could look at the way the job is done. If you take for example a call centre worker. Now, like you I get involved with these, but I find myself with some of these companies going through the most incredibly complicated telephone tree, and if I have gone round it two or three times because I have gone down the wrong route, before I've gone through a loop where I've actually spoken to someone, I'm seething, and I'm quite disappointed if I hadn't had an argument. Now, perhaps we could say that is an inherent fault in structure of the company. If you look at the adverts of the Nat West bank at the moment, one of their selling points is that you talk to people.
- S. Yes, you don't have to go through the telephone rigmarole. No, the particular company I was referring to is not a call centre. It is face-to-face work with the public. Certainly one of the things we've been looking at with HR is what options are available if someone has been off work with stress and comes back to work on, not so much reduced hours, but slightly different tasks. Because given that 90% of the employees are in this face-to-face dealing with the public role. Really, there isn't a great deal else, so we've talked to HR and we've talked to occupational health, and so far we haven't been able to come up with any alternative suggestions, but the organisation has been very open to talking to us and helping us forward.
- N. What I'm thinking about now is something like... A lot of these clients, and one of the reasons they are disgruntled because their papers got lost or the computer has gone down, or the client hasn't heard from the Department of so-and-so yet and this sort of thing. The person sitting there talking to the member of the public do it with their hands tied behind the back because they're depending on all these other people to do things
- S. Well, this is very confidential, talking about traffic wardens.
- N. You have got a special case there; there is no way you're going to get the public to like traffic wardens.
- S. Well, similar to bailiffs then.
- N. Bailiffs, yes sure.
- S. You are going into do a job that people don't want you to do.
- N. I think you have picked a couple there that I wouldn't have the faintest idea. Something like a benefits office clerk, yes I can say 'Well, as an employer, there are things you can do', but traffic wardens not really, apart from teaching them some inter-personal skills.
- S. Yes, we've had a look at that, de-escalation, but we have been looking at the evaluation points to see what the clients have found most useful, and that's what we send back to HR.
- N. Lastly, to round it off, is there anything you would like to add that we haven't raised.
- S. If I come up with anything else I will let you know. I think that the specialist training is a really good idea, and what I'm looking for when I am with counsellors, is people who show a commitment to ongoing professional development. So I wouldn't say 'You have your MSC in work-based counseling, that's it'. When I'm talking to people, if they refer to BAC, rather than BACP, they just drop of my list. So if they are not even bothering to read the journal of the professional organization then forget it. I am certainly looking for people who are evident based, flexible and constantly updating their knowledge.

TRANSCRIPT NO 10: HF - (11/4/05)

- q.1 (N) If such qualified counsellors were around, how attracted would you be to their future employment?
- (H) I would be interested in somebody with that qualification because it would show me that they understand the context of the work.
- q.2 (N) You said before that you've got your own requirements, but people don't always seem to meet them?
- (H) That's right, we say that we want people with at least 2 years post-qualification experience and that experience should be in the workplace context. Sometimes that means that they've done a bit of EAP work alongside some private therapy or training. When they've not worked particularly in an organisation within an in house Counselling service or in a Counselling provider that's sited in an organisation, there are often difficulties around understanding the context of the role and our relationship with the organisation.
- q.3a (N) So I suppose you're going to get some Counsellors who say 'Yes I've done work placements; I've done EAP', but really all that means is that EAP funded it; it's just ordinary Counselling.
- (H) Yes, what it means is that EAP sent some clients to 3 or 4 sessions and they've seen them from their own home, and my sense of it is that very often what they are trying to do is bring private practice values into the workplace and it causes difficulties.
- q.3b (N) Where would you want the stake holders to influence the way the course is put together?
- (H) Part of the training needs analysis, needs to include some debate with the stakeholders because it's about making the cause fit the market place, and the market place is changing all the time and we are having to think about new ways to make the service more attractive to potential clients. I think Counsellors need to have an awareness of that, the business aspect of it, because it may be that they will be asked to do things that they... again it's this issue about private Counselling values, and I think that an example for us is that we are thinking of offering something we are going to call 'Stress Coaching', which won't be vastly different from Counselling someone who's suffering from stress for whatever reason, but I think re-branding it makes it accessible to a different group of people. In our instance, we're branding it in that way so that we hope it will attract more managers. And it's not necessarily about people coming always in a crisis, which I think is part of the perception, or about pathologising about why they're coming, it's about saying you give your car an MOT and service it, so why don't you look after yourself in that way; more proactive rather than waiting until someone keels over.
- (N) So what you are saying is that people who are managing the Counselling services, they're in the market place, they know what the customers are asking for and therefore they want to have Counsellors who are trained to supply that need.
- (H) That's right, who are flexible and adaptable about what they provide within the organisation and don't try to stick to the count of purest values.
- q.4a (N) You have a sheet in front of you of the likely structure of the Counselling course. This course is effectively going to be running quite soon, it doesn't say it there but what it should say is that all the units come in 1 week blocks to make it easier to attend. So just looking in a very general overview of the content that's there, how does it strike you? Are we on target? Have we missed anything out? How do you see it?
- (H) I find it difficult to answer the question in any depth because I don't know what's contained within those elements. So it says 'the role of workplace counselling, the specialist module', so I guess I only have a fantasy of what that contains at the moment. So I'm hoping what it contains is some information about the contract we have with the organisation, where we sit, the 3 cornered contract idea, or maybe you've got that in 'Counselling Modules', I'm not sure.
- q.4b (N) I take your point that you need more detail, but if you asked me to tell you what was in all those units, right now I couldn't, because we're still working on it and one of the things we're doing is we're still trying to fill them in with input from people like yourself and from the students. But just as a first impression, I know it's difficult to answer it, but is it hitting the bell at all?
- (H) I think as an overall impression, if the first module is about the role and that's concentrating on where it sits within an organisation, their role within that framework, other sorts of skills that they're going to need and attitudes/awareness's they're going to need, then that's fine. 'Workplace Counselling Models', again I'm not

quite sure what that means, but if it's talking about differences between in house and EAP, and affiliate working and employee working and those sorts of things, then yeh that's relevant as well. Time limited, yes absolutely and lots of people obviously do a Psychodynamic Diploma or whatever kind of Diploma and say they've had experience of short-term Counselling but then actually struggle to adapt to working within a very sort of tight....we have a 6 session model here, assessment and 5 and unless they've had some sort of specific training they find that difficult, so we tend to look for people that have either done the short-term Psychodynamic training as well as people who have done solution focus stuff, something like that.

- (N) From a Psychodynamic point, their idea of a short intervention is about 30 sessions....
- (H) Well exactly, fortunately in Birmingham it's 12,
- (N) 12 sessions is a lot.
- (H) But some of the people we've taken from there are starting to be able to adapt. Actually getting somebody off the street who can work in this way straight away is quite difficult, so it does make the course attractive. The stress analysis management that's looking at the risk assessment process, the HSC management standards and the process that's involved in implementing a stress policy and the support follow up with that, well obviously that's very relevant as well, as that's something organisations have a responsibility to do now.
- (N) Or they get done in the court, don't they.
- (H) As we know in Birmingham, the famous Manchester case.
- (N) Just again, I know it's a difficult question for you to answer, but looking at that list of units that we're going to do, is there anything there that you would say we don't need or something we've missed out that we do need?
- (H) I think some of the things I've put in there, (I suppose I'm coming at it from the point of view of a manager, but it's something I'm saving to Counsellors a lot of the time) I think they forget that we're a business effectively and we have to demonstrate to the organisation that what we're doing....because it costs a lot of money, that there are cost benefits to that, so something around giving them awareness of the financial planning. I think this is a part of the values set today. I think most people that go into the Counselling profession it feels like the kind of values and principles are one side of the spectrum, and the other kind of financial, bottom line cost benefit stuff that an organisation expects are sometimes in conflict. think if there was something, even just a 1 session that looked at business planning; so as part of an organisation there would be a strategic plan; within that you'd have your own operational plan and you'd have a budget attached to that. I think they think that things like the CPD and stuff like that, is a bottomless pit and that it has to sit within the framework of business or strategic plan. And as I'm sitting here saying this, I'm thinking that maybe this is another course and maybe this is a course for managers as well, but something about sometimes the difficulties of managing Counsellors, that takes up a lot of my time; something about statistics and report writing (we use Core as well as our own internal statistics) so stuff on evaluation, on monitoring, because everyone has to be involves with it. Everybody has got to be prepared to keep statistics. I suppose other stuff I would look at would be Counselling Psychotherapy and the law; input around record keeping, data protection, and those sorts of things. Because Counsellors do rail against having to fill in paperwork, and I think it's maybe something to do with the differences in values, and these are things that generally aren't taught on courses. We are taught how to be therapists but we're not taught how to fit into the world of work.
- (N) That's right, and that's what I'm trying to do with this particular course; say right you're a therapist, now lets house train you.
- (H) One of the problems usually, there are 2 things which when I get buried will be engraved on my heart I think; 1 will say 'contracts' and 1 will say 'boundaries' and those are the 2 things which I constantly spend my life banging on about. Maybe Counsellors want to extend what they're offering in someway or there is some conflict about what is our service level agreement or our contract with the organisation; so something around that and understanding that contract and maybe even having samples of them. And something about managing the boundaries of the client obviously in the organisation but also managing themselves within the role. I mean nobody tells you when you come and do this kind of work that actually you have to be separate from the organisation. The normal kinds of friendships and chats and meeting people in work community for lunch that goes on, doesn't happen here, other than within the existing team, because everybody potentially is your client. If we get invited to some sort of event; my colleague and I got invited to a management

conference the other day that was internally hosted, and it was uncomfortable because there were people there that has been clients and felt uncomfortable in our presence, and it's thinking carefully about shall I go, getting the balance right between waving the flag for the service and that kind of negotiation around do we speak to people and acknowledge them or don't we, and all of this kind of strange stuff really, but it doesn't tell you anywhere how to negotiate.

- (N) I think part of what you're highlighting there is the weakness of a lot of Counselling training courses. Some of the things you mention, boundaries and contracts etc. we hammer in at undergraduate level. But if we take Counselling at other training places, they're quite staggered at some of the things we expect them to know and to do. I take your point then; it's a shame that there will be a need to teach it at a postgraduate level because they should have it under their belt well before then.
- (H) I think I'd like to see something on Psychotherapy and the law in there and I think something about an awareness of the organisation because very much what we're working with is the shadow side of it and I think understanding of what we experience here often is the microcosm of what's going on in the outside organisation at the macro level.
- q.5 (N) That's very helpful. Can I just come onto the last main question, is your own model of workplace Counselling, and looking at it from 2 angles; 1 is as you said whether or not in-house, out-house and those sorts of things; the other 1 is what you mention about other people around, you used a very shadowed organisation, but I'm wondering personally if it's not a lot more than a shadow. It's really a sort of model of how you see the relationship between the Counsellor, the client, the EAP manager, the organisation and virtually anyone else really. Have you got any thoughts on how you would put that lot together?

 Orbits Model suggestion
- (H) Well I guess there are different models aren't there; there's the EAP model which is actually external to the organisation; the in-house model which I suppose how I see it is, maybe I think of us as a kind of satellite or a moon that's going round us like the earth, so we're in it's orbit but we are separate from it. We need to be connected because if we're not we don't know what's going on and that's something else. We don't teach that you need to be politically aware and you have to find yourselves champions in the organisation because there's constant threats and competition for resources. So it's about being close enough from a strategic point of view but separate enough from the point of view of being able to maintain independence and partiality and confidentiality.
- (N) That's an interesting thought. So there's no sort of physical ties in your model but the moon is 'captured' as it were by gravity.
- (H) I think another image of how we work is like the film the matrix or a spider's web even. It's kind of as if we were an invisible spiders web that's sort of woven into the heart of the organisation, so in order to stay safe and survive, the organisation need to get feedback, it needs to know what you're doing is good and is worthwhile and you need to demonstrate that. But as well as that, from my experience (I've known as few services that have gone under) is that you also have to weave yourself into the organisation, make sure you're threaded into every policy and procedure, so that if they dismantled you, they would have to re-write all the procedures, and that's far too much trouble for them. That sounds terribly cynical but that's learning.
- (N) No it's not, that's hard line experience that is, that's not cynicism, that's reality of life. And what you're saying is, the moon as it goes round the earth, as well as being captured by the earth, is influencing the earth as we know it does.
- (H) Well exactly, it's like the tides are affected by the moon. I think we do have a subtle impact on the organisation because of the feedback that we provide through various corporate groups, through the annual report, that we're able to demonstrate we can affect and have some impact on fitness and absence and things like that. I think we also can take the temperature of the organisation in a way. We can say how people are reacting or responding to organisational changes or whatever. I think we can almost complete the feedback loop and get the organisation, sometimes, not always, to think in advance about how it's going to tackle change or whatever. So I think we can be influential but it's a slow process and very much depends on who you make friends with and who you get to champion your course really.
- q.6 (N) How you play the politics, absolutely. And the last question, now I'm going to ask you something different. Have you got any other general comments you'd like to make at this stage?
- (H) I think the only other thing is that I know you've talked to Adrian Coles, and he and I have worked on the idea of a leadership program for Counselling managers, and I think there is a need for something specific for counsellors who aspire to be managers. I haven't seen anything so far about case management and

supervision and things like that and where they fit in. We need to train workplace counsellors' managers too, you know. I think some kind of general management skills which maybe would be a bolt on week or something to an existing course for people maybe aspiring to that.

- (N) That's interesting because actually the way we plan to run this, once we've got ourselves going, is there will be a short menu of courses, which you can chose a package from and you can also take them as one offs, so if there was 1 on management like you said and someone wanted to learn that, they could come and do it.
- (H) I think that would be a good idea, I think there's a need for that. And the other thing I've just realised, when you were asking me about models and workplace counselling, I suppose the image that I described is how I think of what we do probably on the kind of political, the more subtle level, the kind of boundaries, the contract, that sort of thing. But in terms of the espoused model, we work on the primary, secondary, tertiary model. So the primary work we do is the majority of my task which is about the organisation, getting it to think about how it might be a cause of stress in the first place, having input into the policies, procedures, those sorts of things. At the secondary level, it's about stress management and education programmes and linked with that is risk assessments for stress and stress management training. At the tertiary level that's where counselling and coaching and critical incident de-brief and actually fixing things when something's gone wrong. So that's actually the model we work on, but I superimpose on that this kind of notion of I guess that's how I feel how we work with the organisation.
- (N) Thank-you that's a really interesting point. I think what you're saying is counselling has traditionally been at the tertiary level but if we get it up to the other levels; we're doing pro-active pre-emptive work.
- (H) I think we've got to. I know a lot of organisations now will go for the cheap and cheerful model just so they can tick a box to say that they're providing Counselling. But I think if an organisation is going to take it seriously and do it properly then they need to be thinking on all those 3 levels because personally I feel very strongly that if you're just providing tertiary counselling, all you're doing is plastering over the cracks and in some ways colluding with the organisation to help it stay the same. Unless you're actually trying to affect the causes by doing the other work, for me personally that would be impalatable, it would just not be worth the effort. You bring people in, spend 6 or whatever weeks counselling them, fix them up and send them back to something that's going to be exactly the same.
- (N) This has been ever so helpful Helen; I'm really much obliged to you.
- (H) It's a pleasure. You can kind of hear I still have the passion for the subject.
- (N) Are you going to the BACP Conference in May at all?
- (H) No I'm not going to that one because I've just been to the ACW Conference so I'm giving the main one a miss unfortunately.
- (N) I was booked to go on the ACW but unfortunately I got taken ill that day so I couldn't make it which was bit of a pain because there was a number of things up there I particularly wanted to hear. This research which we're doing now is going to be part of that paper which I'm presenting at the end of May. Can I just check with you, what exactly is the organisation which you manage?
- (H) The service is called 'Staff Care' and its Birmingham City Council's Employee Counselling and Support service.
- (N) So you're an in-house service?
- (H) We're an in-house service. Yes I set it up. It's our 2nd anniversary quite soon actually and Birmingham City Council is the largest local authority in Europe. It employs, well depending on who you ask, between 54-60,000 people and prior to my coming here there are 5 directorates within the organisation that work pretty much as and one of them, housing, had got the full EAP which they had purchased form ICAPS, which was sort of in response to the Beverly Manchester case and being sued, and the other directorate, some had got nothing at all, and others just used occupational health or bought in odds and ends of counselling from a small local provider. I think because of ever increasing fitness rates and the rate of organisational change, they decided that they'd...I think they must have looked at the cost of an EAP and decided to try an in-house model.

- (N) That's unusual these days because the reverse seems to happen, in a way people have got in-house, they're out sourcing them now through agencies.
- (H) I was lucky, the person responsible for our occupational health had been responsible for setting up a post office service some years ago and I think he was quite pro. Sadly he's retired since but I'd done this kind of work before in the NHS and it was a wonderful opportunity to set up the service that was the all singing, all dancing one I'd always wanted to create really.
- (N) And it sounds like you're trying to do a lot more than just one to ones; you're trying to be proactive as well.
- (H) I think we have to because I don't think otherwise we'll survive. Because I've also got an interest in organisational development, what I've done is I suppose woven us into organisational development as well so that they see us as being a support for organisational changes and those sorts of things. I'm hoping in a year or so's time, we can set up a mediation service as well as a coaching service.
- (N) Good, you sound like the sort of workplace practitioner that I'm trying to create, and there aren't many of you around.
- (H) I don't think there are, and I think perhaps I'm a bit of a hybrid because I was a manager for a lot of years before I became a counsellor and I never had any inclination to do anything other than workplace counselling.
- (N) But you also got a lot of experience from non-counselling experience in management and organisations and so forth and you come across a number of counsellors who've got no knowledge of the world apart from counselling.
- (H) Yeh, and that's the difficulty we have. We've been very lucky; we've got a really good bunch of counsellors. We have a core team of about 9 of us now, employees and about 30 affiliates registered with us, and generally they're a really good bunch. We've only had 1 person in the last 2 years that we've had to ask to leave but we've had to put a lot more effort into getting them to adapt than we anticipated in the first place.
- (N) I've found that a lot of counsellors look upon workplace counselling as not proper counselling, and they look upon organisations as being automatic fascist exploiters of the heroic working class no matter what, and they're the enemy.
- (H) And actually it works the other way as well. I mean we've done 3000 sessions this year and we've predicted by next year we'd have probably doubles that and done 6000, which makes us, in terms of being a provider of mental health services if you like, on a par with some of the local NHS trusts. And of course data as we know tells us that at least 70% of our clients are in clinical populations. It's not tea and sympathy, it's not welfare anymore and it very much is proper counselling. But what it is, is it has to be short, sharp and focused and if not, with an eye always to the ending and referral.
- (N) We provide primarily for City Council employees but then there's a strange arrangement with education because the schools are funded differently so each head teacher/board of governors holds their own budget, so we need to market the school to education as well. So as well as the local authority employees, schools are buying into the service as well.
- (N) I see, but not dependents?
- (H) No, not dependents. We let dependents use the telephone helpline, we have a 24 hour, 7 days a week telephone helpline, and they can use that but we don't offer face to face for dependents.
- (N) Thanks very much. It's been really helpful, you've come up with some good ideas here which I'm going to steal, and I certainly want to incorporate some if those in the paper. Now you clearly won't be acknowledged in the paper itself because you want anonymity but I've also got a book coming out as well and a couple of ideas you've mentioned which obviously are yours, I'll probably come back to you and see if we can agree a citation. That will work out good. And no doubt we'll run into each other at one of the conferences some time. Ok, thanks very much for your time Helen, much obliged.

TRANSCRIPT NO 11: KD - (12/4/05)

- If we can go through the questions on the sheet, but they are only guidance, we can go down any little side avenues that seem interesting or any extra bits we want to put in. So, let's start by asking you that I'm getting a lot of evidence in from potential employers of workplace councilors that some form of recognised, validated PG qualification would be something that would be attractive to them. I wonder if you would agree with that all whether you would have a different view of how he would want to appoint your councillors.
- S. I think it would be very attractive, and that it would be attractive to us because what we find is that they often have insufficient knowledge of workplace counselling, and also of organisational needs. What we have to do is to teach them from scratch, and at interview one of the things we're looking out for its whether people are trainable. A lot of counsellors find it very difficult to make the transition, and also there's something about the type of people who go into counselling, and there is a tendency for people to go into counselling who might have very little organisational or workplace experience in large workplaces, so you don't tend to get people from the shop floor.
- Yes, I can understand that. This is what I'm hearing... there was an article in the CPJ last month where he is saying that he speaks to councillors who say the workplace counselling isn't proper counselling. They've got the sort of cultural attitude, but that's their problem. Okay that's fine on that one Karen thank you. In the way I've been writing up this work I've been talking about stakeholders. While the stakeholders... organisations like or... staff, so what input would you like to see, if indeed you would like to see any, by the stakeholders as in the EAP agencies into providing such a programme. If you were speaking on behalf of the stakeholder what would you be telling me that you would want in the programme?
- S.

 Well I think that first of all would like them to know what an EAP agency was, because actually I think they often don't know, and because of the culture within certain counselling organisations, they end up with a lot of misconceptions about the kind of work that is done. So that would be one thing. I think another thing that would want is for them to have up-to-date knowledge of what is actually happening in the workplace. I've worked with some for years... And even within that time things have changed, so I think there would be for now. I would like to think that placements might be possible in workplaces as part of the course, or immediately after the course because I think that whether they are on placements or shadowing, I think that seeing how things actually work would be extremely useful. I think that another thing that would be particularly useful is for them to meet people who actually do the job. Getting stakeholders into the course as it were. I think my biggest thing would be about risk management and actually I think this is something both the risk management of an individual and organisations is something that is often very poorly addressed on courses. They spend a lot of time training people to really relate well and do the counselling but they are actually not very good at teaching them what to do if they've got someone with a serious mental health problem, or suicidal, or risk to others, or actually what would happen in an organisation if you got someone who has a high degree of stress or taking drugs.

N. So is this something around the area of assessment as well?

- S. It is around assessment and both how you manage risks, but I think one of the things that would be useful that was in that, is also something about organisational consultancy, so that actually the councillor.... individual client, but also thinking about what they give to the consultancy services. They might be able to offer the organisations. I think there is something else that I would probably want to add into that, which is that there is an issue around confidentiality, and teach them how to manage office politics, or organisational politics, and remain confidential but not alienating the organisation would be extremely useful.
- N. Absolutely, yes. You made a couple of points there that I have heard elsewhere, particularly that one about the great advantage. I mean, part of the answers to one and two, is what would you contribute towards telling people about what's going on today in the world of workplace counselling. That's where people like yourself are up at the coalface as it were bringing some hands-on experience about what's happening right now.
- S. Yes, and I think that.... situated with the trainees, and giving them and dilemmas that are actual case studies. But instead of giving them the answer, making them work out what they actually have to do. It would be equipping them with the skills rather than actually spoon-feeding them.

- N. That sort of links into what you're saying about the consultancy and what someone said to me the other day, where at the sort of level we should be teaching them really the skills of acquiring knowledge, or formulating planned solutions rather than what sort of solution you should have and you can see about the consultancy work the most consultancy work is a one-off isn't it to a particular organisation, so you want people that can go in there and find what's really going on and come up with some solutions to that particular situation, and always maintaining confidentiality and office politics, it's all part of the same thing.
- S. Yes, and practically wearing two hats at the same time. One of the things I'm actually doing at the moment in a completely different perspective putting together much greater training for some of our people, who are doing particular kind of work within organisations, because they may be brilliant experts in their field but to put them in a workplace situation under high stress where everyone else is under high stress and actually we them really adding value over and above the counselling they are doing.
- N. This sort of leads us into the next question, which is what can you contribute, and some of that you have highlighted here about what's going on, and of course there is the stuff you were doing on critical incident.

 Could you say what you would personally want to contribute if you had the opportunity to design and deliver the programme?
- S. If I had the opportunity and it was practically manageable, certainly I would be very interested to be involved in the design of a number of things, we have talked about critical incident work in the past and I think that a particular expertise of my Company. I think there is an area of expertise that I would want to bring in and it's about Risk management.