

1981

The Counsellor's World: A TRAINING MAP

Introduction. The counsellor's function in modern society is unusual in that the counsellor more than any other "professional" is concerned with how the individual does, or does not, find a meaningful engagement with social life. In an abstract sense, counselling is a device by means of which the individual may negotiate, bargain, plan, for desirable statuses in the social order. The counsellor's main task is to assist the "client" to acquire those performances and learn those accounts which will give the client "eligibility" for whatever status is desired. The counsellor finds himself constantly on the boundary between the individual (with his needs and wants) and society (with its various requirements).

Counselling is a rather complex undertaking when it is undertaken in a professional manner. Thus, I have constructed a "training map" which locates seven regions of performance in the counsellor's world. When the counsellor is working all seven regions articulate, more or less satisfactorily, to produce counselling performance as a whole for the purpose of rational examination and training, however, the various regions can be identified separately. Briefly defined, the seven regions are:

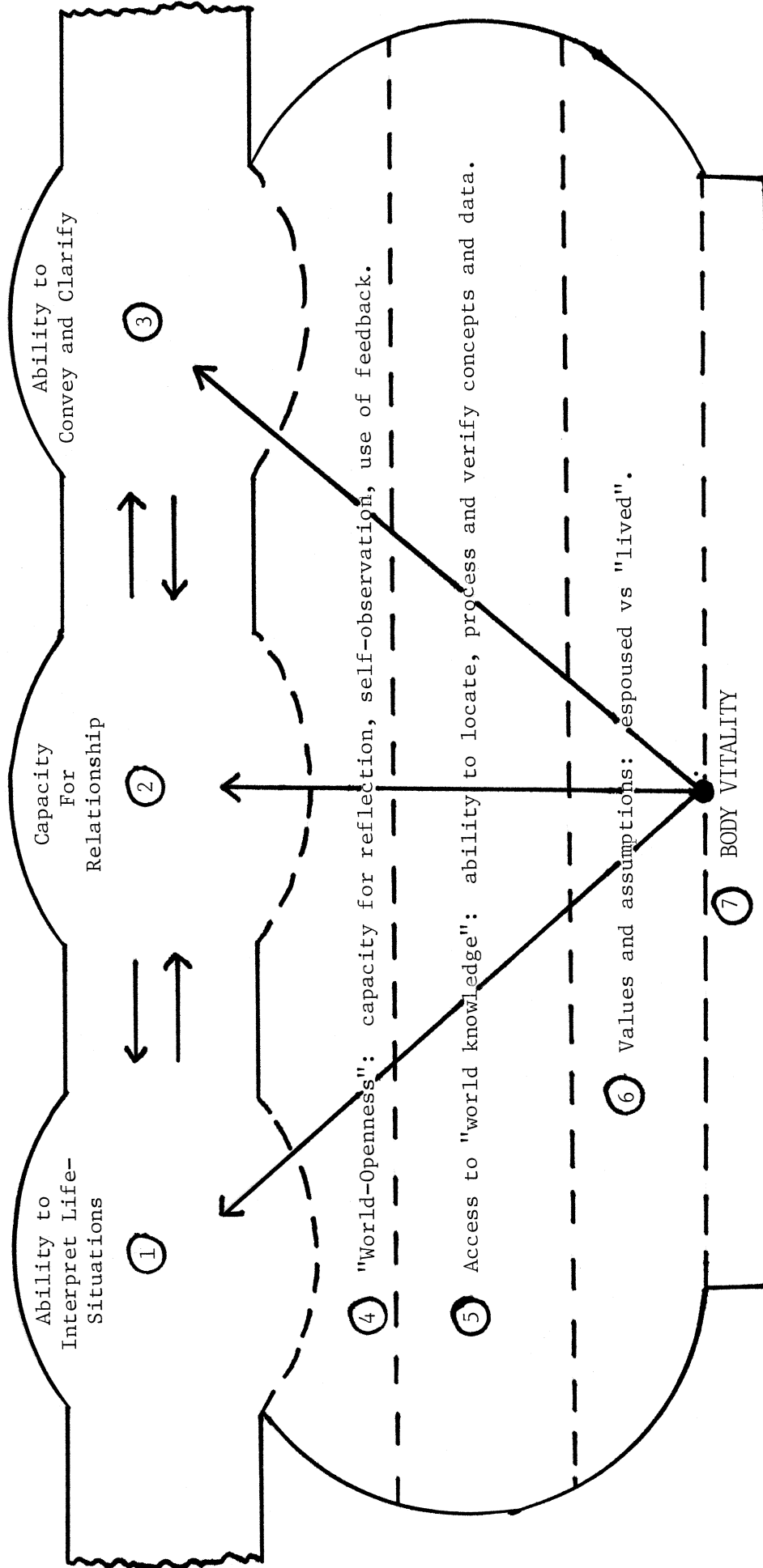
1. The ability to interpret life-situations. At every moment the individual is acting in accordance with the world as he sees it. As a counsellor, how skillful am I in interpreting the individual's life situation as he sees it? Do I have an understanding of thematic factors which describe modern social life, especially institutional life, and the thematic interactions which arise between individuals and society?
2. Capacity for relationship. Am I able to establish relationships which benefit those persons who seek assistance from me? Am I deliberate in my efforts to establish "helping" relationships? Or do I merely move from accident to accident?
3. Ability to convey and clarify. Am I a good teacher? Do I teach in a way which promotes self-regulation? Am I able to utilize experiential learning principles and activities?
4. World-openness. (Weltoffenheit). Am I able to intentionally "distance" myself from my immediate on-going experience and activity so as to achieve a self-reflective stance? Can I make self-observations? Am I able to remain transparent to the world and permit feedback to be a corrective to my actions?
5. Access to "world" knowledge. Am I able to provide useful information to clients and to myself? Do I have a cognitive style of enquiring or do I merely "possess" certain "facts"? What is my understanding of the role of technology in reference to information processing? Can I use information in a problem-solving orientation? Can I conceptualize situations or am I willing to "go along" with "what others say" or follow popular opinion.

6. Values and assumptions. Can I articulate those values which underlie my own actions especially in the world of work and the world of human relations? Can I locate discrepancies and synchronicity between the values I espouse and those which I manifest through my actions?

7. Body vitality. Our physical body is the foundation of all we think, feel and do. How do I care for myself bodily - do I meet my body's needs? In what ways am I abusing my body? Am I able to provide a physical source of energy, strength, endurance and vitality to my mental life by maintaining my body and protecting it from fatigue, abuse, and weakness?

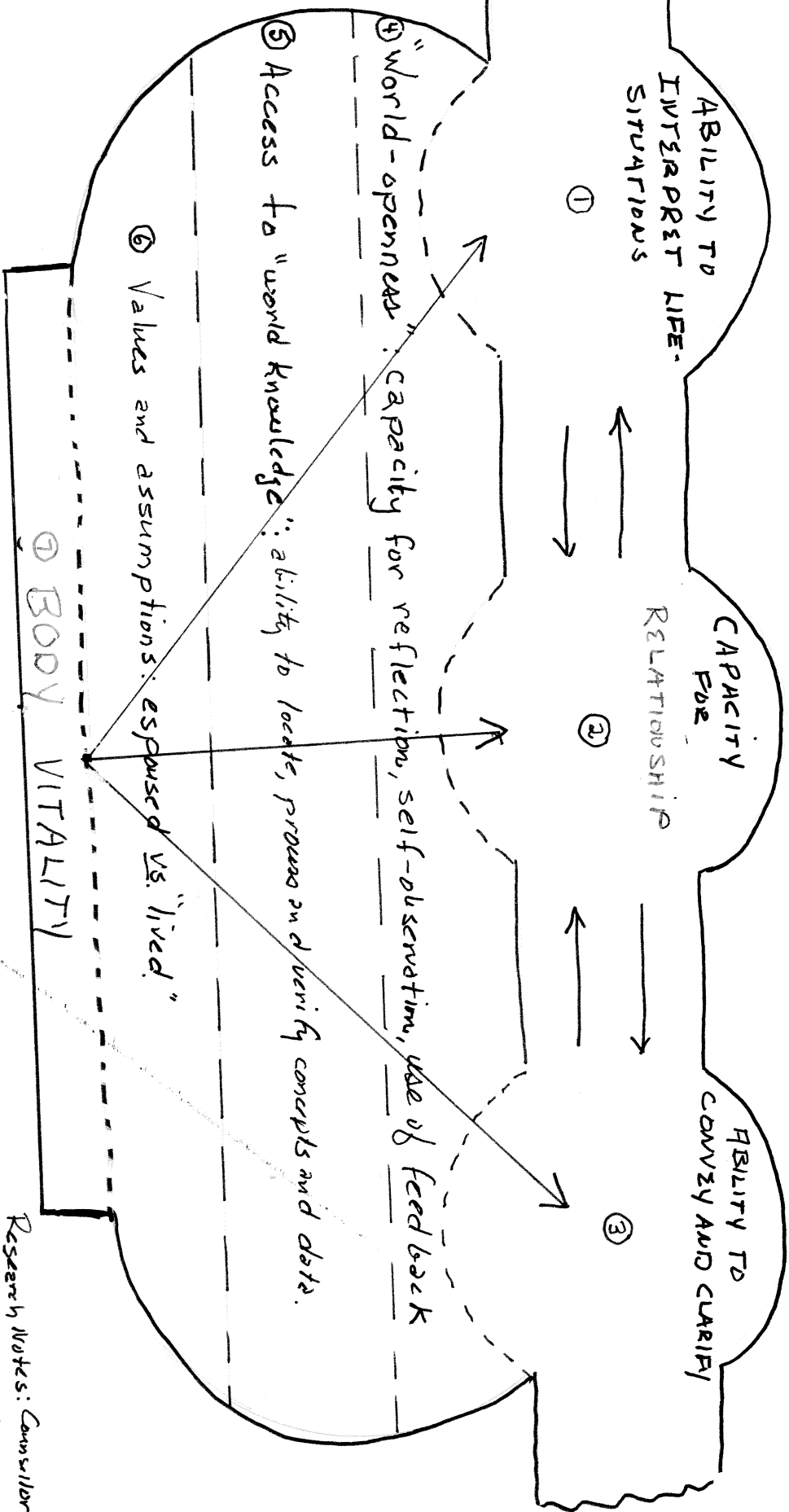
These seven areas can be studied and practiced. We can examine what we say about ourselves in each region, and how we perform in each region. Each region contains various sub-performances which can be articulated cooperatively by trainees and trainer in a specific training environment.

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For the purpose of national examination and training, however, the various regions can be ~~separated~~ identified separately. Briefly defined, the seven regions are:

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These seven areas can be studied and practiced. We can examine what we say about ourselves in each region, and how we perform in each region. Each region contains various sub-performances which can be stimulated ^{by training} ~~comparatively~~ ^{old trainer} in a specific training ~~area~~ environment.