

**UNIVERSITY OF NAIROBI**  
**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**M.A. PROJECT**

**SOME CHALLENGES IN THE PROVISION OF GUIDANCE  
AND COUNSELLING SERVICES IN THE PUBLIC SERVICE:  
A CASE STUDY OF SELECTED GOVERNMENT  
MINISTRIES IN KENYA.**

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and Social Work in Partial Fulfillment of the Requirement for the  
Award of Masters of Arts Degree in Sociology (Counselling)*

**NOVEMBER , 2010**

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## DECLARATION


This research study is my original work and has not been presented in this form or any other, for an award in any other University.

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Signature  ..... Date..... 03.11.2010 .....

This research project has been submitted for examination with my approval as the Supervisor on behalf of the Department of Sociology and Social Work, University of Nairobi.

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Signature  ..... Date..... 8/11/2010 .....

## **DEDICATION**

**This work is dedicated to my acting last born Claudia Wangari Mwangi.**

## ACKNOWLEDGEMENT

I am indebted to my wife Jane Mwangi, for her steady support during the time of this study. Her prayers kept me going. For my other children, Dennis Ndung'u and Ann Wanjiku who were an inspiration for the entire period of this study.

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## **ABSTRACT**

This study is an attempt to unearth some of the challenges in the provision of Guidance and Counselling in the Public Service. The introduction of Guidance and Counselling in the Public Service in 2007 was hinged on the fact that Human Resource is the most important resource in an organization and employees must be helped to cope with difficult issues that confront them in the work place.

The issue facing employees emanate from social, political, economic, environmental, technological and legal changes being experienced all over the world which have a bearing in the workplace. Some of the issues include financial, legal, family, career, alcohol, drug and substance abuse. These issues have a devastating effect on the physical and psychological well being of the employee including impacting on performance and productivity of the individual and the organisation.

The study aimed at establishing if employees are aware about the availability of Guidance and Counselling Service offered by Ministry of State for Public Service, whether supervisors have training in basic counselling skills, examine the impact of Guidance and Counselling and analyse the factors that impact on the provision of Guidance and Counselling Services in the Public Service.

The Literature review sought to understand in depth the meaning of Guidance and Counselling, understand the issue of Guidance and Counselling as presented in the Public Service Guidance and Counselling Policy, look into the role of the workplace Counsellor,

his/her development in the profession, supervision, issues of referral career Counselling and confidentiality during Counselling intervention.

Some Counselling theories namely Psychoanalytic, Behavioural, and Humanistic were examined. A model of Counselling in the Public Service was developed and presented. The study established that majority of the respondents are aware of the availability of Guidance and Counselling realized through sensitization through workshops and seminars. It was also established that majority of the Supervisors do not have training in basic Counselling skills a factor that could be hampering their effective support of Guidance and Counselling Service.

In the study, Counsellors and employees pointed out the impact of Guidance and Counselling as increased productivity and improved service delivery. The major hindrance to expansion of the provision of Guidance and Counselling was cited as inadequate budgetary allocation. Other impediment are; lack of training in basic Counselling Skills for Supervisors, lack of enough Counsellors and lack of 'specialized' training for the serving Counsellors.

The study therefore, recommends that adequate budgetary provisions be provided. The funding would be a precursor to accelerated sensitization, professional development of Counsellors, recruitment of Counsellors, training of Supervisors in basic Counselling Skills, enhanced counsellor supervision, improvement in infrastructure and equipments. This will lead to uptake of the Counselling Services for the enhancement of the physical and psychological well being of employees and improved service delivery.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AIDS</b>	<b>Acquired Immunodeficiency Syndrome</b>
<b>BACP</b>	<b>British Association for Counselling &amp; Psychotherapy</b>
<b>C<sub>1</sub></b>	<b>Code(s) for Counsellors who participated in the in-depth interview</b>
<b>DPM</b>	<b>Directorate of Personnel Management</b>
<b>EAP</b>	<b>Employee Assistance Programme</b>
<b>G&amp;C</b>	<b>Guidance and Counselling</b>
<b>GOK</b>	<b>Government of Kenya</b>
<b>HIV</b>	<b>Human Immunodeficiency Syndrome</b>
<b>HRO</b>	<b>Human Resource Officer</b>
<b>IIEC</b>	<b>Interim Independent Electoral Commission</b>
<b>ISO</b>	<b>International Organisation for Standardization</b>
<b>MSPS</b>	<b>Ministry of State for Public Service</b>
<b>NARC</b>	<b>National Rainbow Coalition</b>
<b>PC</b>	<b>Performance Contract</b>
<b>RRI</b>	<b>Rapid Results Initiative</b>
<b>SAP</b>	<b>Structural Adjustment Programmes</b>

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

Managers in most organizations realize that employees are their most important asset and that people make organizations function. In their day to day operations, employees do face human problems. During the working life, the magnitude and frequency of these problems continue to increase. Assisting an employee through their difficulties is humanitarian and moral act and has been cited by Human Resource Managers as a justification for employee counselling service.

Guidance and Counselling in work place addresses individual psychological problems, including marital difficulties, family and child difficulties, work related stress, career development, financial, legal, alcohol and substance abuse, sexual harassment and generally any other issue that will impact on the performance of the employees.

The Institute of Personnel Management (1992), in a statement on Counselling in the workplace, postulates that counselling at work is where "one individual uses a set of techniques or skills to help another individual to take responsibility for and to manage their own decision making whether it is work related or personal". The individual here is either a professional Counsellor or a manager trained in counselling techniques. This has taken the form of organizations having 'in-house' Counsellors who offer a range of services, in confidential setting and particularly in a holistic approach to emotional well-being at work.

In Kenya, the ministry of Education formally launched Guidance and Counselling Services in July, 1971 as a result of the 1967 and 1968 career conference reports. The aim was to cater for students' social, personal, psychological, educational and vocational problems. The Gachathi and Kamunge reports of 1976 and 1988 respectively, emphasized on the need to strengthen Guidance and Counselling services in schools.

The HIV and AIDS pandemic has had huge impact on the way Counselling Services have been embraced in the Public Service. In 1999, the Government of Kenya declared HIV and AIDS a national disaster. This in effect meant a change in the strategy in addressing the pandemic. The Education Sector Policy on HIV and AIDS launched in May, 2004 called on the learning institutions to put in place on-going professional Counselling for the infected or affected or refer clients to professional Counsellors. The Policy further implores on the Heads of educational institutions to facilitate access to support and Counselling Services and where possible learning institutions and workplace be encouraged to establish effective support and Counselling Services. GOK, (2004:20).

In April, 2005, a Public Sector Workplace Policy on HIV and AIDS was launched by the Office of the President – Directorate of Personnel Management (DPM). One of the highlights of the policy is that “the Government will ensure that each Ministry/Department/State Corporation has a pool of skilled Counsellors trained from among the staff to provide Counselling and referral services for the people affected by HIV and AIDS” GOK, (2005:12).

In January, 2007, the Government made Guidance and Counselling an integral component of Human Resource Management in the Public service by establishing a Guidance and Counselling Unit in the Ministry of State for Public Service (MSPS) whose responsibility is coordinating, monitoring, and evaluating the implementation of the Guidance and Counselling Services in the Public Service.

In September, 2007, the Permanent Secretary, Ministry of State for Public Service emphasized the need to maintain confidentiality in the referrals for Counselling service and in December, 2008, the Government launched the Public Service Guidance and Counselling Policy whose objectives are to:-

- Provide guidelines in Guidance and Counselling services in the Public Service.
- Set standards for mainstreaming Workplace Guidance and Counselling in the Public Service; and
- Establish operational and institutional structures for the implementation of Guidance and Counselling programmes and activities in the Workplace.

Since the establishment of Guidance and Counselling Services in the Public Service in January, 2007, the Counselling unit has noted a remarkable increase of the number of employees seeking both Guidance and Counselling. Further, it is noted that Human Resource Management Officers and Supervisors in various Ministries/Departments have been instrumental in identifying Officers with Counselling needs and referring them to the Unit.



## **1.2 Problem Statement**

The Government of Kenya has over the years appreciated the value of employee welfare to individual performance, service delivery and ultimately productivity and has continuously developed and implemented policies geared towards enhancing productivity and the well-being of Public Servants. Due to the Structural Adjustment Programmes (Sap's) of the 1990's, the Public Service went through restructuring and reorganization which led to retrenchments and freeze on employment leading to serious succession management gaps including increased and heavier workload for serving employees.

The National Rainbow Coalition Government (NARC) took over power in 2002 with a promise of improved service delivery to the citizenry and enhancement of productivity by Public Servants. To realise this, the Government came up with policies like; Performance Contracting (PC), Rapid Result Initiatives (RRI), initiatives to have Public Organizations ISO certified by June, 2009, efforts geared toward enhanced training, retraining and pegging career advancement on further acquisition of skills and accelerated promotions to bridge widening succession gaps. From the foregoing therefore , several changes have emerged which have further contributed to immense stress amongst the employees due to the fact that they are unable to respond to their work related demands . Cole G. (1997), concurs with this arguing that employees may suffer from stress which may yield other negative effects such as high level of sickness and absenteeism, reduced productivity, failure to meet targets, increased accidents and error rates, increase of internal conflict between individuals etc.

In the Kenya situation therefore, Public Servants have not been exceptional. Besides the problems highlighted above, many have been found to suffer from stress related effects such as alcoholism, drug and substance abuse. In addition, heavier workload and increased management expectation from employers coupled with financial constraints, challenges related to HIV and AIDS pandemic and family instability have made the working conditions of Public Servants quite challenging.

All these have adversely impacted on performance, productivity and service delivery. To this end, the Government introduced Guidance and Counselling in the Public Service in 2007 and recruited five Counselors to offer Counselling services. This was encompassed in the Public Service Guidance and Counselling Policy which inter alia specified the roles of Counsellors and Supervisors in mitigating the psychological issues on efficient service delivery.

The aim of the study therefore, is to analyze if Guidance and Counselling intervention afforded by the Ministry of State for Public Service is realizing the desired goals and if not, then, the study will endeavour to unearth some issues impeding the realization of the desired effect.

### **1.3 Research Questions**

The study will be guided by the following research questions:-

- (i) Are employees aware of the provision of Guidance and Counselling Services?
- (ii) Do Supervisors at the workplace have training in basic Counselling Skills?
- (iii) What impact has the Guidance and Counseling Policy realised in the Public Service?
- (iv) What factors impact on the provision Guidance and Counselling Services in the Public Service?

### **1.4 Objectives of the Study**

- (i) To determine whether employees in the Public Service are aware of the provision of Guidance and Counselling Services.
- (ii) To establish whether Supervisors in the workplace have training in Counselling Skills.
- (iii) To examine the impact of the Guidance and Counselling Policy in the Public Service.
- (iv) To analyse the factors that impact on the provision of Guidance and Counselling Services in the Public Service.

### **1.5 Justification of the Study**

This study was precipitated by the need to gather further insights into the field of workplace counselling. Available literature on Guidance and Counselling in the Public Service in Kenya has largely focused on the education sector. Other additional literature in this field has focused on addressing the prevention, control and management of the HIV/AIDS

pandemic in the workplace. The existing Guidance and Counselling Policy in the Public Service endeavours to broaden the scope of issues to be addressed by Workplace Counselling due to the diversity and enormity of problems faced by Public Service employees. This study therefore will generate additional literature in this area for use by the policy makers to enrich existing policy and to be used by Counsellors, Supervisors and employees for improved service delivery.

Workplace Counselling is a 'recent' phenomenon which has elicited concern, interest and debate by academicians, researchers, managers, counsellors and other stakeholders. There is a large body of evidence in respect of the benefits of Workplace Counselling for the employee as well as for the employing organization and the Public Service can attest to this. Be that as it may, the dearth of literature in this area means that stakeholders are not enjoying the full benefits that accrue from Workplace Counselling. The aim of this study therefore is to provide information to build into the existing secondary information and further expose the findings for further interrogation by scholars in order to increase and broaden the literature available in this field.

## **1.6 Definition of Terms**

In the context of this study, some terms used have been defined as hereunder:-

**Counselling** - A helping relationship in which a professional Counsellor assists employee(s) to resolve their issues and/or cope with situations.

**Counsellor** - A professional practitioner who assists employee(s) to resolve their issues and /cope with situations.

Workplace - occupational settings, stations and places where workers are engaged for gainful employment.

Public Service - The Government and government departments, agencies and employees in the public sector.

Supervisor- A Public Officer assigned administrative responsibilities with Officers reporting to him or her.

### **1.7 Scope and Limitations**

The Public Service includes the Civil Service, State Corporations, Local Authorities, Judicial Service Commission, Parliamentary Service Commission, Disciplined Forces and Armed Forces, Public Universities and the Interim Independent Electoral Commission. This is a very huge and wide sector and a move to cover a sector of this magnitude is not feasible due to logistics and financial constraints.

The main objective of this study is to determine some challenges in the provision of Guidance and Counselling in the Public Service. As indicated above, the Public Service is huge and diverse. It therefore follows that the challenges are equally broad and diverse and thus cannot be comprehensively addressed in a single study. The use of the case study will therefore enable the findings to be generalized.

Unlike in the west, Workplace Counselling in Africa has not gained firm roots particularly in the Public Service. Further, little study has been done in the field of Workplace Counselling in the continent. This study therefore will not benefit from experience(s) in the continent against which a comparative analysis can be made for better understanding and appreciation of benefits and challenges of Workplace Counselling.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a review of the literature. The review focused on the following thematic issue derived from the study objectives:-

- Guidance and Counselling analysed
- History of Workplace Counselling
- Public Service Guidance and Counselling Policy
- Training of Workplace counsellor and counselling skills
- Employees awareness of Guidance and Counselling Services
- Some factors that impact on Counselling in the Workplace -:
  - i. Role of Counsellor in the organisation
  - ii. Confidentiality
  - iii. Referrals
  - iv. Counselling Supervision

#### **2.1 Guidance and Counselling analysed**

It is increasingly recognized that concerns for employee welfare and actions taken to improve the general health of the workforce can have a range of payoffs for the organisation. Cole, G. (1997), indicates that unhappy, anxious or overstressed employees are not going to be able to achieve high performance in their job, they may take more time off work for sickness and may even decide to change their jobs leading to increased turnover. It is therefore in an organization's interest to avoid such un-economical use of their human resources and the provision of Counselling services may be one of way of sustaining employee performance, achieving business targets and showing commitment to employees as individuals.

Friery, (2006) highlights a set of reasons why organizations offer Counselling to employees as ; provide additional support, duty to care, support employees through major changes, help alleviate stress, enhance welfare package, support for Human Resource, protect organization from litigation, encourage retention/loyalty and address sickness/absenteeism. He further enumerates a range of problems presented before Counsellors as; relationship, health, work/career issues, family, bereavement, housing, finance, alcoholism, domestic violence and drugs.

### **2.1.1 Counselling**

Nixon, J. & Carroll, M. (1994), asserts that Counselling is 'a professional relationship in which one person (the Counsellor) enables another person (the client) to empower him/herself to make effective decisions for living.' Feltham, C. & Dryden, W. (2004), defines Counselling as "a principled relationship characterized by the application of one or more psychological theories and a recognized set of communication skills modified by experience, intuition and other interpersonal factors, to clients' intimate concerns, problems or aspirations. Its predominant ethos is one of the facilitation rather than advice - giving or coercion. It may be of very brief or long duration, take place in an organizational or private practice setting and may or may not overlap with practical, medical or other matters of personal welfare."

Burkes and Steffire, (1979), argues that "Counselling denotes a professional relationship between a trained Counsellor and a client. This relationship is usually person to person, although it may sometimes involve more than two people. It is designed to help clients to

understand and clarify their views on their life space and to learn to reach their self - determined goals through meaningful, well informed choices and through resolution of problems of an emotional or interpersonal nature”.

The definition of Counselling given by the BAC (1985), is “....people become engaged in Counselling when a person, occupying regularly or temporarily the role of Counsellor, offers or agrees explicitly to offer time, attention and respect to another person or persons temporarily in the role of client. The task of Counselling is to give the client an opportunity to explore, discover and clarify ways of living more resourcefully and towards greater well – being.

Barki, B. & Mukhopadhyay, B. (1989), defines Counselling as a process of enabling the individual to know himself and his present and possible future situations in order that he may make substantial contributions to the society and to solve his own problems through face to face personal relationship with the Counsellor. Barki, B. & Mukhopadhyay, B. (1989), further argue that Counselling is not just giving information or giving advice, suggestion and recommendations even when requested for, but Counselling is aimed at; bringing about desired changes in the individual for self evaluation and providing assistance to solve problems through an intimate personal relationship. Ultimately the objectives of Counselling are to enable the Counselee to; achieve positive mental health, resolve their problems, improve personal effectiveness and maximize individual freedom to choose and act within the conditions imposed by the environment.



Considering the definition above, Counselling is a dialogue between someone who has a problem and someone with specialized knowledge who can help in understanding the problem. Counselling is reserved for more personal aspects of Guidance that demands highly specialized skills. It is concerned with emotional disturbance and behaviour problems. A client usually initiates Counselling. Makinde, (1987) says that Counselling is personal, intimate, private and confidential. Counselling is not meant to instruct and the Counsellor does not express his/her own view and values to the client.

### **2.1.2 Guidance**

Watts, A. & Kidd, J. (2000), opines that Guidance comprises of 'a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development'. The unit for the Development of Adult Continuing Education, (1986), indicates those activities undertaken during guidance as comprising of; "informing, advising, Counselling, assessing, enabling, advocating and feedback".

Feltham C. & Dryden, W. (2004), defines Guidance as 'helping by demonstrating, teaching or informing. While much Counselling contains an element of Guidance (see advice) its central purpose is the empowerment of the client to find and use his own resources. Guidance is most frequently used in the field of career information and development and involves the passing on of information'. Unlike Counselling, Guidance is less personal and less intimate. Guidance is more public, informative and meant to instruct. Makinde, (1987), intimates that Guidance can be initiated by the Counsellor.

Guidance in this sense is a pervasive activity in which many persons and organizations take part. It is afforded to individuals by their parents, relatives, friends, and by the community at large through various educational, social, religious and political agencies and particularly through the Press and Broadcasting Services. Adjustment is an individual matter that each person must discover for himself, and the counsellor tries mainly to clarify the persons own thinking. Therefore guidance is a process of helping individuals to understand themselves and their world so that they can utilise their potentials.

Essentially Guidance and Counselling should be more concerned with developing the clients own capacity for decision making and problem solving rather than handing a client a ready made solution. There is much congruence of core values across the two fields and both need to maintain their links with one another.

In a nutshell, Guidance and Counselling is about a professional relationship in which the Counsellor helps the client to understand the situation surrounding him and assist the client to come up with solutions to the issue at hand. The relationship can be personal or group but more important is the element of confidentiality in counselling.

## **2.2 History of Workplace Counselling**

Workplace Counselling has existed since the early 1900's. Its history begins in the United States and is intertwined with the arrival in the industry of medical, psychiatric and social work provision (Carroll, 2002). The first company to initiate Workplace Counselling was Ford Motor Company in 1914 through commissioning a research survey of emotional problems among employees. Metropolitan Life Insurance and R.H. Macey Company's employed full-time Psychiatrists in 1922 and 1924 respectively. In the late 19<sup>th</sup> century, British companies engaged Employee Welfare Officers whose job was to monitor the physical and mental well-being of employees.

The earliest form of Workplace Counselling was precipitated by incidences of employees with alcohol related problems. Such employees were assisted to overcome their problems and as a result their personal and working life greatly improved. Occupational Alcohol Programs (OAPS) were established with the help of Alcoholic Anonymous (AA). By 1940, a number of organizations had begun to recognize that employees with alcohol related problems could be treated and subsequently returned to work. Work productivity and general life functioning occurred when drinking ceased. By the end of 1950, alcoholism programs had gained acceptance in organizations and were supported by labour unions.

The provision of Workplace Counselling has steadily expanded over the past twenty years with more than 75% of medium and large organizations in Britain and North America making counselling available to their staff (Carroll & Walton; Oher, 1999).

## **2.3 Public Service Guidance and Counselling Policy**

### **2.3.1 Provision of Guidance and Counselling in the Public Service**

The Public Service Guidance and Counselling Policy was launched in June, 2008 by the Minister of State for Public Service to officially operationalise Counselling Services which had been rolled out in January, 2007. Actors in this policy include MSPS, Authorised Officer, Counsellor, Supervisor and the Employee. The objectives of the Policy are to-:

- Provide guidelines on Guidance and Counselling in the Public Service
- Set standards for mainstreaming workplace Guidance and Counselling Services in the Public Service; and,
- Establish operational and institutional structures for the implementation of Guidance and Counselling programmes and activities in the Workplace.

The policy applies to all employees in the Civil Service, State Corporations, Local Authorities, Judiciary Service Commission, Disciplined Services and Armed Forces, Public Universities, and Interim Independent Electoral Commission.

The Policy sets out guiding principles to be adhered to by Counsellors and their client. They include Informed Consent, Counselling Relationships, Confidentiality, Privileged Communication and Privacy, Counselling Records, Professional Responsibility, and Obligation, Evaluation, Assessment and Interpretation of Clients' Results, and Termination and Referral. The policy also highlights the role of Counsellors and Supervisors in the delivery of Counselling Services. GOK, (2008:2, 6)

### **2.3.2 Counsellors' Role**

The Counsellors role as indicated in the Guidance and Counselling policy is to:-

- Provide Guidance and Counselling Services in; *improving self-concept, increasing productivity and developing positive image, addressing management of stress and burn out, career stagnation, disciplinary issues, prevention and management of HIV and AIDS in collaboration with AIDS Control Units, coping with challenges of restructuring and reforms in Government, coping psychologically with employment separation, deployment and transfers.*
- Provide information for planning and budgeting for Guidance and Counselling programmes;
- Develop proposals for enhancing Guidance and Counselling services in the Workplace;
- Implement Guidance and Counselling policies within their specific sectors;
- Liaise with other Counselling Organizations to enhance service provision;
- Provide referral service as required;
- Promote both clients' well-being and employer's interest;
- Respond to disasters/crises in areas of jurisdiction by providing psychological debriefing;
- Organise sensitization workshops and seminars for Guidance and Counselling; and,
- Foster professional relationships and maintain appropriate boundaries with clients during Guidance and Counselling sessions. GOK, (2008: 16, 17).

### **2.3.3 Supervisors' Role**

The responsibilities of the Supervisors as contained in the Policy will include-:

- Liaising with MSPS to sensitise on Guidance and Counselling during induction of newly recruited officers in the Public Service;
- Sensitizing Public Servants on workplace challenges in relation to work performance, in conjunction with MSPS;
- Advising and referring Public Servants in need of Guidance and Counselling Services;
- Supporting Guidance and Counselling programmes in their respective workplace; and,
- Facilitating administrative procedures for Public Servants to access Counselling Services. GOK, (2008: 15, 16).

The policy as drawn is comprehensive and well intentioned. It is a move in the right direction at a time when the employee is faced with difficult challenges at home, workplace and from the wider society which cannot be overcome without professional assistance. The players should join hands to ensure that the ideals envisioned in the policy are realized for the common good of the organization, employees, and the nation at large.

## **2.4 Training Workplace Counsellors and Counselling Skills**

### **2.4.1 Counselling Training**

Scwenk, (2006), argues that the world of professional Counselling is rapidly developing, where standards, qualifications and continuing professional development (CPD) are now accepted. Specific areas or sectors of Counselling increasingly require appropriate qualification

and Counsellors need to become 'fit for purpose' as they anticipate the requirements of the areas within which they wish to work. Being clear about what you have to offer, what you are interested in and what the requirements are enables you to develop a course of CPD in line with your interests and aspirations. 'We would be wise to take a hard look at the total package of our work and put in place training and development that will equip us for the whole job, and not just a part of it'. Scwenk has developed a matrix whose vision and purpose to professional development is to create a guiding tool for workplace Counsellors at any stage of their career development.

Carroll, (1996), says that there is almost no training for Counsellors who either work or intend to work as counselors within organizations. Majority of Counsellors offering to work in organizations have not been trained to undertake organizational Counselling but rather have been trained on traditional Counselling which tends to be long-term and non-directive rather than the more flexible, pragmatic, short-term approach which is suited to the workplace. In Britain to date, there are only four programmes specifically geared to Counselling at work, TDA Diploma in Counselling at Work, Roehampton Institute's Diploma in Counselling in Organizations, Birmingham University's Diploma in Counselling at Work, and the Diploma in Counselling at work run at the University of Bristol. All these programmes have started within the past few years or are programmed to run within the near future. What training exists tends to be unsystematic short and usually arranged for people who will integrate Counselling Skills into their existing work roles.

Orlans, (1986, 1992), has pointed out the notable absence of special training for Counsellors who work within organizational settings. She argues that being a Counsellor is not itself sufficient and proposes a general curriculum to cover this area; "A review of the principles and dynamics of organizational behaviour; model and practices in the design and implementation of employee assistance programmes; ethics and responsibilities in employee Counselling; organizational needs; the role of legislation; stress diagnosis, management and prevention in the work setting, and the understanding of specialist Counselling, AIDS, substance abuse, career Counselling with particular emphasis on their application to the workplace". She further contends that programme would also need to include the provision of supervised practice, relevant tutorial work and appropriate assessment procedures.

Highley, J. & Cooper, C. (1994), postulates that the major difficulty for the Counsellors wishing to work within organizations is that there has been little research into organizational Counselling and therefore little theory on which to base organizational Counselling Skill training. It is therefore essential for workplace Counsellors to be trained in organizational issues, including organizational dynamics and for them to have an understanding of the role of working environments in the creation and maintenance of employee stress.

In light of the above observations, we further need to heed the warning of Summerfield and Van Oundtshoorn, (1995:29), who believe that letting loose on an organization counselor who have neither experience of business in general nor of the organization culture and style in



particular is potentially dangerous both to the organization and to the individual client themselves.

It would be unprofessional to infer Counselling to be entirely natural, spontaneous and everyday process requiring little depth of understanding. On the contrary, Counselling is a purposeful activity which has been observed to have profound effect on people. Professional Counsellors undergo extensive training and ongoing training to enable them assist client in making significant and often radical changes in their lives. Concerted efforts geared towards professional and quality training in Workplace Counselling should be spearheaded and embarked upon by the Government with the support of all stakeholders.

#### **2.4.2 Counselling Skills for Supervisors**

Critical to the success of Counselling in organizations is the contact person with the organisation who will liaise with the provider of Counselling service. It is vital that this person is aware of the implications and administration of the Counselling Service, how feedback is given, the nature of confidentiality and an awareness of the kind of problems that can arise in the relationship between the counsellor and organisation personnel. In all organization including the Public Service, the contact persons are the supervisors. Supervisors have a duty to care professionally for employees but many do not know how to read the signs and spot an employee in or nearing "crisis".

Supervisors need Counselling Skills; first to be more effective in communicating with the people at work, to maintain morale and performance and secondly to enable them spot employees in or

approaching a crisis point and to know what to do. Culley, (1991), defines Counselling Skills "as competency or accomplishment in communication acquired or developed on training. She considers the "foundation skills" to be attending, observing clients, listening, reflecting, probing and being concrete." Counselling Skills involves blending Counselling competencies with managerial roles. Counselling Skills are a way forward to really effective staff support, not simply because of better communication, but because being skilled at interpersonal relationship delivers results. Counselling Skills increases manager's ability to deal more easily and quickly with employee issues, to recognize signs of duress or disturbance more quickly and to be able to relate to their staff in more human ways.

Ashton, F. (1994), argues that "regardless of whether offering Guidance or Counselling, people involved directly in staff support of any kind ought to be trained to identify people who are in need of expert help in order to make proper referrals". Nixon, J. (1997), concurs that Counselling Skills is a basis of good management and further argues that training in Counselling Skills must be thorough enough to do three things of unsurpassed importance; training must show managers how to deliver cautions around disclosure and confidentiality in a way that is both understood by, and acceptable to employees in their charge, training must coach managers to be able to recognize the approach of the cross - over point where to continue the session would be unethical and training must enable managers to offer appropriate alternative course of action at the cross-over points. He states that clues to imminent close over points are; heightened emotions in the employee,

heightened emotions in the manager and intrusion of personal agendas for the manager.

IPM, (1992), points out that “Emotional breakdown into personal issues, actual or pending is the point at which almost certainly becomes unethical for the Supervisors to continue using Counselling Skills. To continue becomes, in effect, an attempt at Counselling. The manager must stop the session and take suitable action, which is generally to refer the employee to a source of impartial professional Counselling profession”.

Nixon, J. (1997), adds that the values and beliefs that underpin professional Counselling are inseparable from the use of Counselling Skills. The process is the same. It is the relationship which makes it Counselling and, as earlier indicated, for Supervisors, a Counselling relationship is impossible. The ethical use of Counselling Skills is both possible and desirable for Supervisors once they are trained, so long as they; buy into the basic values of Counselling, avoid manipulation by exercising self discipline in choosing when to use them, adhere to setting clear boundaries when they do, observe the cross over points into ethical practice and have the facilities available and the skills to refer a person for further appropriate help.

Nixon, J. (1997), further implores that training in Counselling Skills encourages Supervisors to be on the look out for the key words, the physical signs and the inflections in tone which give clues to the emotional process going on within the other person. Supervisors learn about empathy as the ability to feel another person’s world as he/she

feels it or, as being able to feel how someone's shoe hurt. Empathy is so effective at building rapport and trust that it use, carries responsibilities. At work feelings are usually repressed because along with natural inhibitions, many people consider it a sign of weakness to display emotion especially in front of their manager. Yet, if a Supervisor is skilled at establishing rapport, at mutual understanding and at creating an atmosphere of trust, it may well only take the most gentle of empathic responses to get beyond the surface problem to the real causes and concerns. It is this additional dimension that takes Counselling Skills beyond generic relationship skills and this is why their use can be so effective in helping both Supervisor and employee to a deeper and clearer understanding of problems and situations.

Nixon, J. (1997), adds that Supervisors must be aware that if Counselling Skills are to be accepted as credible tools by their subordinates, peer and superior, the BAC code of *Ethics and Practice for Counselling Skills* places the following expectations on their organization:-

- It must provide a code of ethics and practice for users of Counselling Skills in their specific functional roles (1989:C.1.1, 1.2)
- It must provide sufficient and ongoing training for Counselling Skills to be used appropriately (1989:C.2.1, 2.3)
- It must enable the user to use the skills in a way which is consistent with good practice in the user's functional role (1989:D.1.1)

Nixon, J. (1997), further postulates that "only with well developed people skills(Counselling Skills) will managers be able to transform

directives into tasks, solve problems, reach goals, and lead their teams safely, through the forming, norming, storming, performing and mourning cycle. Counselling Skills can add value to a Supervisors' role and benefit the organisation and its employees. Enabling early and accurate diagnosis of problems, setting effective referral where employees will get help, will contribute to organizational effectiveness and mean that employees do not have to "break down" before help is available.

Supervisors must be among the group most concerned with being good at their jobs. In the competitive business world they are continuously looking for methods to enhance the effectiveness of their employees in both problem solving and goal achievement. They juggle many roles and their relationship with employees leaves them open to the possibility of serious role conflict and/or the crossing of professional boundaries. Being an effective Supervisor is being able to combine a number of different roles, whether these are planning, team development, decision making, understanding the market, helping the troubled or "difficult" individual, communication skills, relationship-building skills and Counselling Skills/people skills are all bedrock of managerial expertise.

Given the important role bestowed upon the Supervisors in the provision of Counselling Services in the Public Service, the need for them to acquire Counselling Skills cannot be overemphasised. It's more critical for this group to have the skills when it established that only a handful of professional Counsellors have been engaged by the Government. The value of continuous professional development must

be appreciated and supported for this group given the dynamism of the Public Service. As the contact person between the Counsellor and employee, the Supervisors are very critical to the success of Counselling Service.

## **2.5 Employee awareness of Guidance and Counselling Services**

McGuinness et.al.(2001:297), in an article on a research conducted on a group of Kenyan trainee Counsellors on their experience of training, they indicated that ' an added difficulty identified by many participants is that currently, Counselling is minimally available outside of the capital and the second city Kisumu while Counselling problems exist nationwide'. This is equally true of the Public Service which is huge and spreads to all corners of the country. The challenge therefore is to ensure that awareness about the availability of Counselling Services is spread far and wide.

Cole, (2003), opines that both internal and external Employee Assistance Programmes (EAP's) have some type of literature such as leaflets and pamphlets which they use to raise awareness of their service.

Walton, (2003), argues that employees are more likely to use Counselling Services available to them in the workplace if the management are more supportive of the service and if more information about the service and the counsellor is made available to them.

Watson and Gauthier, (2003), advices that employers can raise awareness of their Counselling Services through educational seminars about the benefits of Workplace Counselling. Research in the area of

wellness programmes for employees confirms the value of these seminars in raising the awareness of the availability of employees support programmes and in encouraging employees to use them.

Pitman and Stout,(1985), opines that the operation of an EAP can be greatly helped by the employing organization's adoption of a formal written policy which would state the organizations commitment to the work and value of the EAP.

In the Public Service Guidance and Counselling Policy, one of the responsibilities of the Ministry of State for Public Service is to-:

Liaise with relevant sectors in developing Information, Education and Communication (IEC) material. The Counsellors have a responsibility to develop proposals for enhancing Guidance and Counseling Services in the workplace and organise sensitization workshops and seminars on Guidance and Counselling. In addition, Supervisors have the responsibility of liaising with the Ministry to sensitise on Guidance and Counselling Services during induction of newly recruited Officers in the Public Service. GOK, (2008:14, 15, 17).

The gains of creating awareness on the provision of Guidance and Counselling Services in the Public Service cannot be belaboured upon. The strategy and actors have been identified in the Policy. The challenge is to actualize the strategy and make it flexible and easily adaptable to the changes as they come. It's important to underpin that the success of the awareness would call upon all the actors to take their role seriously and use all the avenues available at their disposal.

## **2.6 Some factors that impact on provision of Guidance and Counselling in the Workplace**

### **2.6.1 Role of the Counsellor**

Carroll, (1996), "says that one of the main features that distinguish employee Counsellors from Counsellors in other contexts is the requirement that they shall fulfill a number of roles. It is rare that employee Counsellor have a single role with clients rather they are often asked to be trainer, welfare officer, home visitor, information giver, advocate, consultant to managers, personal advisors, organization change agent, as well as being Counsellors. BACP, (2007), in its guidelines for Counselling in the workplace postulates that, "any service provider needs to be not only competent in the technicalities of counselling but also conversant in the following roles which Schwenk (2006a), highlights"-:

- Advising line managers on approaching troubled employees.
- Employee Counselling – face to face, by phone or online.
- Training and health education – proactive intervention.
- Advising the organisation on policy matters in relation to welfare and emotional/psychological health.
- Managerial responsibilities – in relation to Counselling Service provision and operation.
- Facilitating organisational change.
- Critical incident support and other trauma management.
- Advising on equal opportunities and other related employment policies and procedures.
- Publicising the service to staff and managers.
- Monitoring effectiveness and service evaluation.



- Administration of notes and reports to managers from business referrals.
- Procedures for referring on.
- Mediating between client and organisation.
- Managing conflict situations between people at work, using mediation and facilitation skills.

Carroll, M. (1997), indicates that therapists have pointed out that Counselling support in the workplace may be radically different to the provision for alleviating stress in other aspects of life. It may be brief/or involve large group sessions. In addition, the option available for reducing stress may be limited because the stressed employee may not have the power within the organization to implement appropriate changes. The therapist in a Workplace setting may have useful observations to make on how stress might be reduced but rarely has the power to implement them. Thus Counselling may be somewhat impotent because of the unwillingness by management to implement changes.

### **2.6.2 Career Counselling**

Counsellors in an organization setting are also expected to offer Counselling in career choices, planning and advancement. Feltham, C. & Dryden, W. (2004), explains Career Counselling as that Counselling that is involved in addressing choice and development of occupation also known as career guidance. Careers Counsellors undergo specialist training equipping them with knowledge of job opportunities, employment trends and requirements for training and qualifications. Career Counselling includes information giving and, often, the

administering of psychometric tests to assist clients in identifying vocational strengths and weaknesses. Much of the work addresses age – specific opportunities and job – market conditions.

Nathan, R. & Hill, L. (1992), have defined Career Counselling as a “process which enables people to recognize and utilize their resources to make career-related decisions and manage career related problems”. Feltham, C.(1997), states that Career Counselling is understood as what the Career Counsellor does with a client which may include; listening, giving information, advising, counselling, training, coaching, testing, encouragement, or a combination of one or more of these activities. It’s directed towards helping people; to acquire greater freedom of choice in their occupational lives, develop their capacity to make such choices effectively and manage their occupation related problem.

Osipow, S. (1973), writing on career plateau asserts that “Nevertheless, even for individuals who remain in the same job or career, it is clear that continued development is preferred by the majority and that any plateau effect is likely to have negative consequences in terms of dissatisfaction and psychological strain. Torrington, D. (2005), expounding on Career Counselling implores that occasionally immediate managers will be involved in Career Counselling, drawing out the strength, weaknesses, values, and interests of their staff. In many cases, however those who seek such counselling would prefer to speak in confidence to someone independent of their work situations. In these circumstances, a member of the Human Resource Department may act as a Counsellor. In more complex cases, or those involving senior

members of staff, professionals external to the organization may be sought.

According to Rossberg, et al (1994), the field of Career Counselling is extremely comprehensive and consequently requires specialized training. Counsellors need to study vocational psychology, occupational sociology, vocational assessment, career development and career choice, career decision making and a variety of other topics.

Career Counselling is a comprehensive, psychologically oriented type of counseling that extends throughout the life span. Counselling for initial occupational choice is one aspect of this specialization. In general, Career Counselling is seen as far from simple mechanistic type of counseling, rather it requires considerate knowledge and skills.

In a nutshell the Workplace Counsellor has a multiplicity of roles that he is expected to undertake in an organization some requiring specialized training. Thus considering the diverse roles, the specialized training required for some roles, the available personnel and more specifically the dynamics that go with the Counselling the dilemma of working out clearly the role for which they have responsibility must be a challenge that workplace Counsellors have to contend with.

### **2.6.3 Confidentiality**

Confidentiality must be well spelt out to all potential clients in all Counselling intervention. Kinder, A. & Hughes, R. (2009), states that the professional management of confidentiality concerns the protection of personally identifiable and sensitive information from unauthorized disclosure. Disclosure may be authorized by client consent or the law. Any disclosure should be undertaken in ways that best protect the client

consent or the law. Practitioners should be willing to be accountable for their clients and to the profession for their management of confidentiality in general and particularly for any disclosure made without their clients consent.

Kinder, A. (2005) McCaulley, (2000), recognizes that Counsellors working in organizations are often faced with complex ethical dilemmas related to confidentiality and to disclosures obligations to employers. Confidentiality is not absolute, but standards need to be set which safeguard Clients, Counsellor and Organization during the therapeutic process. Each stakeholder should be fully briefed on what is and what is not confidential. Stakeholders include: Counsellor, Client, Organization, Supervisor; Occupational Health, welfare, Human Resource, Health and Safety; Labour Relations Representatives; General practitioner, Mental Health, Social Work and Medical Services. Where appropriate, each should understand the consequence of disclosure. The key principles are that employees should be able to seek psychological support in confidence, that inappropriate disclosure to line managers about what is discussed should be prevented and that notes of any consultation are kept secure so that other related professionals do not have access to them.

The Public Service Guidance and Counselling Policy has guidelines on how Counsellors are supposed to handle this issue. To uphold clients trust, Counsellor shall:

- Respect clients' right to privacy and seek information from clients only when it is beneficial to the Counselling process

- Seek clients' consent to share their confidential information with legal or ethical justification
- Only disclose clients' information to third party with clients consent; and,
- Take reasonable steps to ensure privacy of clients' information even when using electronic media. GOK, (2008:7, 8).

Confidentiality is an issue that needs to be clearly explained and spelt out to client because it's the bedrock of any successful relationship that the client is going to enter to with the Counsellor.

#### **2.6.4 Referral**

On referral, Sugarman, L. (1992), states that a distinction can be made between three types of referral: mandatory, suggested and voluntary (or self) referral. The mandatory referral is employer – controlled made as a condition of continued employment. Since it negates the principal that Counselling should be optional, it threatens the ethical viability and practicality of the service. It may be justifiable if used when termination of employment would be the alternative under the organizations disciplinary procedure. Only when the organisation and the Counselling service have proved themselves to be trustworthy is the inclusion of conditions for mandatory referral likely to be acceptable to counsellors, employee and their representatives.

In a suggested referral, a Supervisor believing that a personal problem may be contributing to an employee poor work performance suggest that he or she discusses the matter with the organizations Counsellor. If work performance improves then the matter is taken no further, irrespective of whether the employee followed the suggest referral. If

work performance does not improve, again irrespective of whether the employee consults the Counsellor, then the organizations disciplinary and ultimately, dismissal procedures may be embarked upon, perhaps involving a mandatory referral, if this is within the organizations agreed policy. This emphasizes inadequate work performance as the basis for both mandatory and suggested referral.

With voluntary or self referral, the client choose to seek help and will, presumably do so only if they have sufficient trust in the integrity and competence of the service provider. Without provision for self referral, employees might be understandably suspicious of an organizations expressed concern for their well-being.

In the Public Service Guidance and Counselling Policy, Counsellors are supposed to provide referral and ensure relevant clinical and administrative referral procedures are followed while the Supervisors are required to refer Public Servant in need of Counselling to the Counsellor. GOK, (2008:15, 16).

Scholar have come out eloquently and clearly on this issue but looking at the Public Service Policy on Counselling, the Supervisors don't seem to have been guided on this matter which might leave loose ends that can impact on the use of this service. It's also imperative to note that the policy doesn't clearly guide the employees on the various channel of referral as highlighted by Sugarman and this can impact on the usage of the service. Employees need to be guided on referral through enhanced awareness.

### **2.6.5 Counselling Supervision**

Proctor, B. (1994), defines Counselling Supervision "as a formal and mutually agreed arrangement for Counsellors to discuss their work regularly with someone who is formally an experienced and competent Counsellor and familiar with the process of Counselling Supervision". She further indicates that the organization is held legally responsible for ensuring that its Counsellors meet the required standards of competence and performance when delivering interventions that may adversely affect the psychological well-being of employees.

It is therefore necessary for organizations to check the training and competence of the Counsellors in each area in which Counselling is delivered. This is done through supervision when the organization appoints a competent person to oversee the practice of its Counsellor's case – work in order to ensure that in each of their cases, the Counsellor is operating within their competency. Organizations need competent assessment of the level and appropriateness of training as well as the experience and competence of the Counsellor.

Proctor, (1986) enumerates the role of Supervisor in the organisation setting as including; enabling supervisee to live and work within organization, helping supervisee control the flow (or release) of information, helping supervisee to manage the Counselling provision, working with the supervisee at the interface between the individual and the organization, ensuring that the supervisee look after themselves as a result of working within the organisation setting, to this maybe added, helping Counsellor manage a team of Counsellors and administrative

staff and supporting the supervisee with that part of the Counselling provision which include records, statistics etc

Hawkins, P. & Shohet, R. (1989), states that the supervision role in Counselling is similar to that of the tutor or consultant. They have identified three main functions of supervision in Counselling; the first is educational, with the aim of giving the Counsellor a regular opportunity to receive feedback, develop new understandings and receive information, the second aspect is the supportive role of supervision, through which the Counsellor can share dilemmas, be validated in his or her work performance and deal with any personal distress or counter - transference evoked by clients and finally there is a management dimension to supervision, in ensuring quality of work and helping the Counsellor to plan and utilize resources.

Carroll, M. (1996), argues that supervision in Counselling can be viewed as an arrangement between two qualified personnel where one offers to help the other reflect on his/ her Counselling work and the contexts surrounding the work. It can be seen as the formal relationship between professional where they meet, either as a dyad (two people in relation to each other) or with other supervisee, to review and reflect on the Counselling work of the Counselors. The two main purposes of this relationship are the professional development of the supervisee and the welfare of the client. The assumptions include -:

- Supervision is an essential requirement for working Counsellors, both trainees and qualified and no longer an optional extra.
- Supervision is a formal professional relationship between supervisees and supervisor



- The purposes of supervision are the professional development of the supervisees and the welfare of the client.
- Supervisors require training in supervision. Supervisors who work with Workplace Counsellors need to know about and understand the dynamics of the organisation.
- Supervisors enable the supervisees find their way of being Counsellors.
- Supervisor and supervisees ought to be aware of the Code of ethics and Practice of Supervisors.

BAC, (1995), states that "it's a breach of the ethical requirement for Counsellors to practice without regular Counselling supervision /consultative support."

The Public Service Guidance and Counselling Policy recognize the importance of supervision and this responsibility is shouldered by the MSPS. The policy opines that MSPS will provide counsellor supervision which will include:

- Monitoring the services provided by other Counsellors
- Supervising and evaluating the Counsellors efficacy
- Assisting Counsellors in recognizing their own professional impairment providing consultation and assistance when showing signs of impairment GOK, (2008:14).

Supervision is one of the most important support mechanisms for the Workplace Counsellors. Not only does it provide a place for reflection on work but it offers support in what is a very demanding job. Besides support, it is a forum for monitoring the quality of the work in general and in particular. Supervision is for the welfare of the clients as well as

well as the development of the supervisee. The welfare of the client is tied in closely to what is happening to the Counsellor and how Workplace Counsellor is affected by working within the organisation.

In order to meet these requirements, organizations would be well advised to check that the Counsellor has regular and adequate Counselling Supervision with a suitably qualified supervisor and that the supervisor is prepared to take responsibility for ensuring the protection of the rights as well as the well-being of the employees using the service.

## **2.7 Theoretical Framework**

The purpose of Counselling is to provide for the individual's optimum development and well-being. If the Counsellor is to be successful in facilitating individual optimum development and well being, he needs to believe in himself and in the capacity of the client to learn and develop. To achieve this, it is vital for the Counsellor to be equipped with theoretical perspective through which he will be enabled to understand his work with clients.

The current situation in Counselling is of great theoretical diversity and creativity. Karasu, (1986), found more than 400 different named approaches to Counselling but in reality all cannot be practiced albeit the similarities between approaches are much greater than the differences. Of these approaches, psychoanalytical, behavioural, and humanistic approaches are widely used, generally accepted and universally recognized.

### 2.7.1 Psychoanalytic Theory

Psychoanalytic Theory was founded and propagated by Sigmund Freud (1856-1939). The goal of the analytical process is the restructuring of client's character and personality systems which therapists believe are influenced by early childhood experiences. It is worth to note that practitioners with psychoanalytical orientation do not ignore present concerns as Locke, (1961), points out "psychoanalytical group work consists of weaving back and forth between the past and present, between present and the past".

Psychoanalysis is the psychology of conflicting forces inherent in the dualistic nature of human kind which manifests itself in three ways:-

- The person as a biological and social being,
- The conflict between the consciousness versus the unconsciousness; and,
- Factors in the environment that bring about the development of personality, acquisition of values and the tendency to seek pleasure and avoid pain.

In the context of the Workplace, the Counsellor will need to be conscious of such thoughts, feelings and fantasies in the employee that bring certain behaviour and to explore with the employee those issues that have a social dimension rather than view the employee as an independent being.

### **2.7.2 Behavioural Theory**

Behaviourism founded by scholars like B. F. Skinner, Pavlov, Albert Ellis, Wolpe and Albert Bandura has its origin in the 1950's -1960's as a radical departure from the predominant psychoanalytic perspective in that behaviourists believed that behaviour is not influenced by past experiences. According to them, behaviour is mechanistic. Thus behaviour can be learned, unlearned and/or relearned and thus can be modified. The learned behaviour is the problem and not the symptom of the problem.

At the centre of behavioural therapy is the concept that events do not force people to have emotional behavioural reactions. Rather it is their interpretation of thoughts and events that precipitates emotional and behavioural reactions.

The target for change in therapy is those thoughts, attitudes, beliefs and meanings that create emotional/behavioural disturbance. Behaviourists help clients by teaching them how to act or behave appropriately in congruence with their environment. This is meant to bring about a mentally, physically, healthy and stable individual.

The implication of this for Counselling in the Workplace is that the Counsellor has to see those aspects of the family (e.g. domestic issues), society (violence, drugs and other substance abuse) and the workplace (organization culture, rules & regulations) that produce the employee in the workplace and integrate them in the Counselling process.

### **2.7.3 Humanistic Theory**

This theory emerged in the 1950's as a reaction or alternative to Psychoanalysis and Behavioural therapy and came to be known as the 'third force' in contrast to the earlier two approaches. Mcleod, (2003), opines that central figures in early humanistic psychology included Carl Rogers, Abraham Maslow, Charlotte Buhler and Sydney Jourard. The humanistic approach works in 'here and now' and examines the clients feelings, thoughts and actions by exploring their fantasies and myths thus enabling them to come to grip with the reality of their lives.

Within Counselling and Psychotherapy, the most widely used humanistic approaches are Person - Centered and Gestalt. Four major concepts attest to the Person-Centered Therapy. These are:

- a) That clients should be allowed to find solutions to their problems (that is Counselling should be non-directive and not prescriptive)
- b) The focus should be on the Client/Counselee (this changed the focus of attention in Counselling from the Counsellor to the client and hence the approach Client-Centered Therapy)
- c) The role of the Counsellor is to provide the necessary and sufficient conditions to enable the client reach his/her goal; that is a conducive environment to facilitate healing process. These conditions of therapeutic change are: empathy, congruence and acceptance (unconditional positive regard) and came to be referred to as the core conditions; and,
- d) The Counsellor must be able to communicate this empathetic relationship to the client.

The focus of humanistic theory is not the use of technique to solve a problem but on helping the client to tap their inner resources and get in touch with their inner valuing process and thus better their concern(s).

## **2.8 Conceptual Framework**

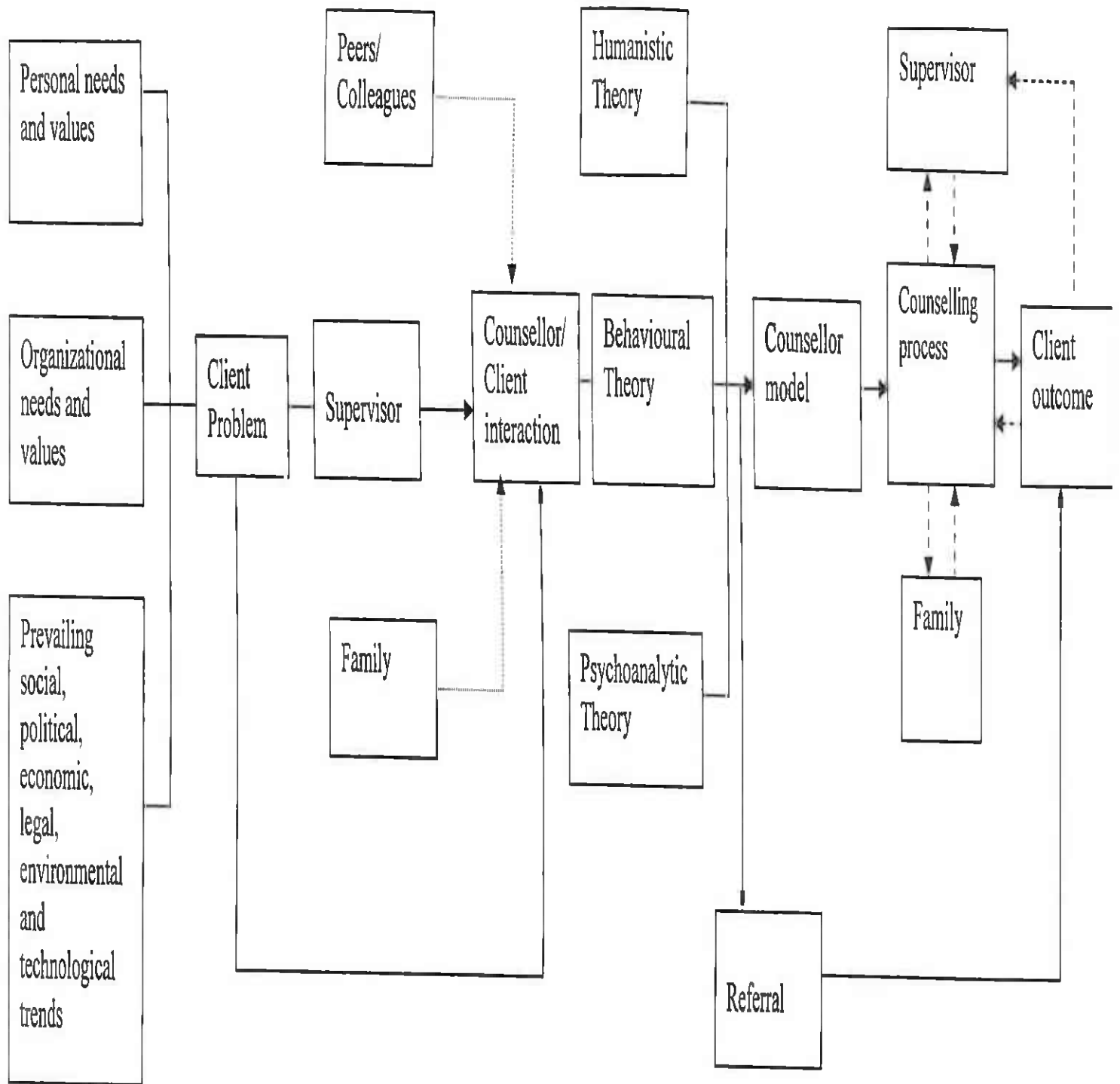
During the period of service, an employee will be exposed to many issues some emanating from personal values and needs, others will be precipitated by the organisation's values and needs yet others will be dictated by the political, social, economic, environmental, technological and legal trends. These will generate problems for the employee. The employee may be unable to cope with these problems and thus will require assistance. The problems may be identified by the employee, supervisor, colleagues or peers.

The employee interaction with Supervisor, Colleagues or Peers can see the employee seeking assistance from Counsellor through self referral, suggested referral or management referral.

The Counsellor - Client interaction will see the Counsellor assessing the problem using various theoretical models and determining the appropriate model for the case at hand. He has the option of using a combination of models and come up with a personal model for a particular case or refer the problem to another Counsellor. The Counselling process will get underway with feedback to supervisor or family where necessary.

On completion of the Counselling program the Counselling will be terminated with an option of follow up as the case may be. For case(s) referred by management, the Counsellor will communicate the termination of Counselling to the Supervisor. The process is explained in the diagram overleaf:-

# Building a Model of Counselling in the Public Service



**KEY**

- Informal referral
- Feedback

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This section deals with the research methodology and design of the study. It outlines the research design, area where research was conducted, how data was collected, analysed and presented.

#### **3.1 Research Design**

The research design used in this study was survey research. Hackett, (1981), opines that survey research is the oldest and widely used research method in social sciences. The basic aim of survey research is to document the nature of frequency of a particular variable. Survey typically uses self report to identify facts, opinions, attitudes and behaviour as well as relationship among aspects. Data is often collected through questionnaire, mailed survey, telephone interview or personal interview. The functions of survey research are to describe, explain, or explore a phenomenon. In this research, case study was used to essentially engage in an intensive investigation of some of the challenges in the provision of Guidance and Counselling in the Public Service.

#### **3.2 Research site description**

Field research was done in Nairobi, the capital city of Kenya, Provincial and District Headquarters. Two Ministries namely, Ministry of Information and Communications and Ministry of State for Public Service were involved in this case study. Both have headquarters in Nairobi. More importantly the researcher resides in Nairobi thus it was



obviously convenient to visit the headquarters of these Ministries in terms of cost as well as accessibility.

Provincial and District Headquarters of the Ministry of Information and Communications were involved in this research. The researcher is an employee in the Ministry of Information and Communications working in the Human Resource department and exploited the network he has with the field stations in this research.

### **3.3 Target Population**

The target population was identified based on the information contained in the Public Service Guidance and Counselling Policy. It consisted of some employees in the Civil Service who are supposed to implement and benefit from the policy. These included Counsellors in the Ministry of State for Public Service, Supervisors and other Employees in the Ministry of Information and Communications.

### **3.4 Sampling size and Sampling Procedure**

#### **3.4.1 Sampling size**

The research targeted employees in the Civil Service. Due to time, logistics and resources, only two (2) Government Ministries in the Public Service highlighted above were involved. A total of one hundred and thirty eight (138) respondents were targeted in this study. These included 133 employees in the Ministry of Information and Public Communications and five (5) full time Counsellors from the Ministry of State for Public Service.

### **3.4.2 Sampling Procedure**

This study employed the non-random/probability and 'mixed' sampling design. Under non-random/probability sampling, purposive sampling was used for Counsellors and Supervisors whereas under 'mixed' sampling design, systematic sampling was applied for employees.

Singleton, J.N. (1988), opines that purposive sampling allows the researcher to use all cases that have the required information with respect to the objectives of the study. Based on Singleton's observation, Counsellors and Supervisors were purposively sampled because they play very important roles as far as the implementation of the Public Service Guidance and Counselling Policy is concerned.

Systematic sampling technique which has characteristics of random and non - random sampling design was used for the employees. The sampling frame used was the list of staff in the Ministry of Information and Communications. This sample enabled the researcher to generalize the findings drawn to the total sample population.

### **3.5 Methods of Data Collection**

The study derived its data from both primary and secondary sources.

#### **Primary Data**

The questionnaire was used as the instrument of collecting primary data. In this study, open ended and structured questionnaires were used. Further, due to the fact that Employees/ Supervisors in the Ministry are spread across the country, the questionnaire was the most ideal way of reaching this cluster of respondents.

Further, in-depth interview was conducted for the Counsellors to enable the researcher explore their perspective on Guidance and Counselling

Service in the Public Service. The interview elicited rich and detailed response that were qualitatively analysed.

### **Secondary Data**

This was the major source of data for this study that supplemented the primary data. A review of the literature was extensively done in institutional libraries such as Jomo Kenyatta Memorial Library (UON), Department of Sociology and Social Work Library (UON), Kenya Association of Professional Counsellors Library and Ministry of State for Public Service Library. Materials reviewed included published books, periodicals, journals, research papers and newspaper cuttings.

Secondary data was important because it helped reveal the nature of problem at hand and assisted the researcher in identifying the problem areas. Desk research also helped to capture aspects of the study that were captured through primary data collection.

### **3.6 Data Analysis**

Data analysis was an important stage of the research process. It involved the organization and analysis of data with a view to extract useful information. The data collected was presented using descriptive statistics, simple graphs, frequency tables, and charts. Quantitative data was analysed using the statistical Package for Social Science (SPSS). Qualitative data from in-depth interview was recorded by hand and typed on the computer immediately. Inferences were made on some data while some responses are presented verbatim. Respondents are identified by codes i.e. Counsellor (one)1 as C<sub>1</sub>. Objectivity was observed throughout the process of data analysis.

### 3.7 Operational definition of key terms and variables

Variable	Measurement
Employee awareness of Guidance and Counselling Services	<p>This refers to the extent to which employers know and understand the essence of and provision of Guidance and Counselling Services.</p> <p>This was measured in terms of -:</p> <ul style="list-style-type: none"> <li>▪ Employees knowledge of the duties of a Counsellor</li> <li>▪ Employees identification of problems that can be presented to a Counsellor</li> <li>▪ Employee's identification of preferred person to share problem(s) with.</li> <li>▪ Employees identification of the various methods of referral</li> </ul>

Variable	Measurement
Training in Counselling Skills	<p>This refers to Counselling Skills acquired by Supervisors</p> <p>This was measured in terms of -:</p> <ul style="list-style-type: none"> <li>▪ Establishing Officer's other title</li> <li>▪ Establishing if Officer has acquired Counselling Skills</li> <li>▪ Establishing officer's awareness of Guidance and Counselling Services and the agency of awareness</li> <li>▪ Determining if Supervisor can identify problems that would require counseling and various methods of referral</li> </ul>

Variable	Measurement
Impact of Guidance and Counselling Policy in the Public Service	<p>This refers to the extent to which Guidance and Counseling services have been embraced and impacted on employees' welfare.</p> <p>This was measured in terms of :-</p> <ul style="list-style-type: none"> <li>▪ Counsellor's identification of indicators of impact</li> <li>▪ Employees identification of indicators of impact</li> </ul>

Variable	Measurement
Factor that impact on the provision of Guidance and Counselling Services	<p>This refers to the ability to isolate factors that impede the provision of Guidance and Counselling Services.</p> <p>This was measured in terms of :-</p> <ul style="list-style-type: none"> <li>▪ Determining the professional competence of Counsellors</li> <li>▪ Establishing the various roles that Counsellors plays in the Public Service</li> <li>▪ Establishing the issue presented to the Counsellor</li> <li>▪ Establishing the extent to which Counselling supervision is adhered to</li> <li>▪ Establishing the most preferred method of referral</li> <li>▪ Determining how confidentiality is assured and adhered to</li> <li>▪ Establishing the challenges that have hampered the desired impact</li> </ul>

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION**

#### **4.0 Introduction**

The study investigated some challenges in the provision of Guidance and Counselling in the Public Service guided by the following objectives-:

- To determine whether employees in the Public Service are aware of the provision of Guidance and Counselling Services.
- To establish whether Supervisors in the Workplace have training in Basic Counselling Skills.
- To examine the impact of Guidance and Counselling Policy in the Public Service.
- To analyse the factors that impact on the provision of Guidance and Counselling Services in the Public Service.

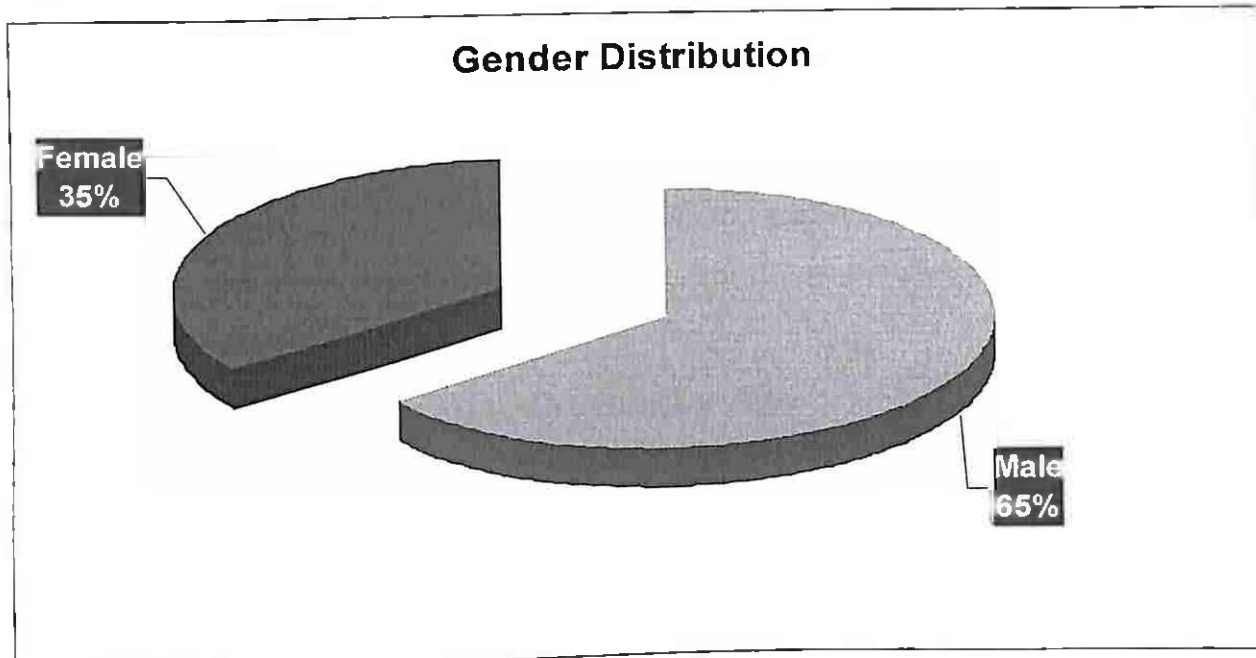
This chapter endeavours to explain how the data that was collected tackled the research questions in relation to the objectives stated above. Responses from the in-depth interview have been used complementarily to explain and construe meaningful information.

#### **4.1 Distribution of respondents by Gender**

The study established that majority of the respondents are males representing 65% while females represent 35%. This depicts a Public Service that is skewed in favour of males. However this scenario is expected to gradually change with the number of women increasing as a result of the new recruitment policy which stipulates that 30% of Public Service positions should be reserved for women. The sole aim of

this policy is to give more women a platform for them to participate in national development.

**Figure 1: Respondents' distribution by Gender**



#### **4.2 Distribution of respondents by age**

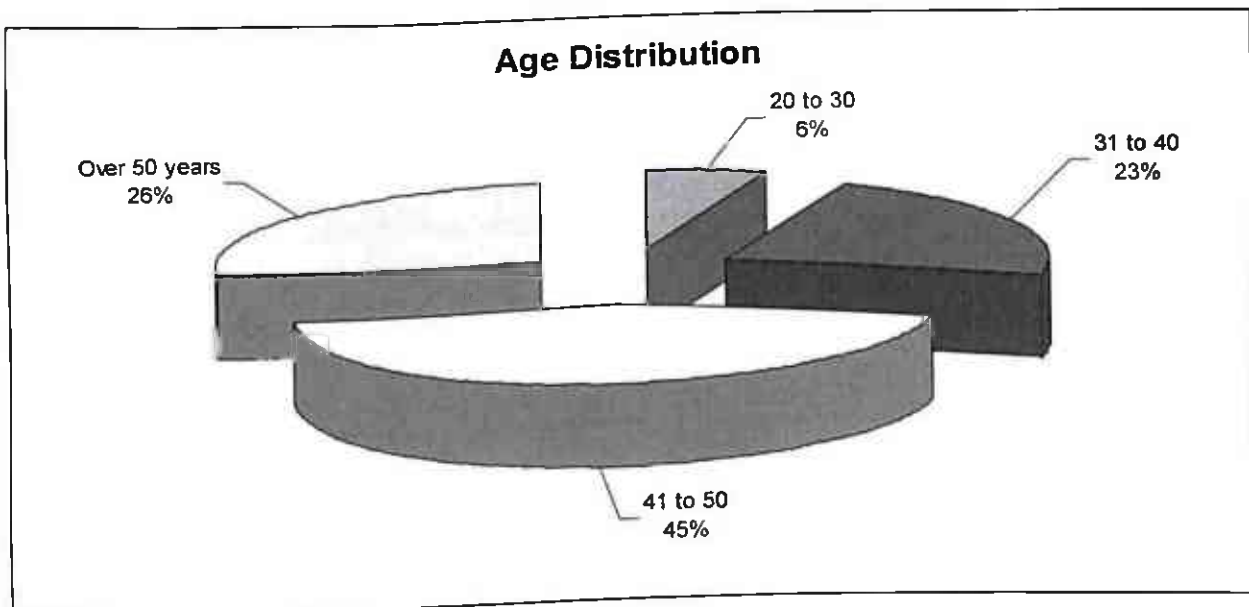
The respondents were of different age groups with majority being in the age bracket of 41-50 years which accounts for 45%, 26% of the respondents are over 50 years of age, while 23% are in age bracket 31-40 years. An insignificant number of respondent representing 6% are in the age bracket 20-30 years. It can be argued that the Public Service has an aging workforce which can adversely affect future succession management plans.

Indeed one of the arguments behind the review of retirement age from 55 years to 60 years was to address the yawning succession management gaps that had been occasioned by prolonged embargo on new recruitment as a result of the 1990's structural adjustment

programmes. However, there is an urgent need to inject new blood in the Public Service through strategies aimed at recruitment of young people to enable, check on the succession gaps, for sustenance of productivity and for improved service delivery.

It is further noted that the young people constitute 65% of the entire population and thus they need to be engaged in productive endeavours through gainful employment in-order to curtail their falling into vices like alcohol and drug abuse, depression, early marriages to mention but a few which will further require counselling services.

**Figure 2: Respondents' distribution by Age**





### **4.3 Distribution of respondents by work station**

The respondents were drawn from different stations as shown in table 1. 51.1% of the respondents work in Nairobi, while 48.9% operate at field stations that are spread across the country. Major cities and towns namely, Nairobi, Mombasa, Kisumu, Eldoret, Machakos, Nakuru, Embu, produced the bulk of the respondents as the researcher used these stations as the focal meeting point for respondents based in these regions. These stations also act as the functional administrative units through which other stations in the regions are administered. Respondents from far off stations like Tana River, Kitui, Kabarnet, Kisii, Mt. Elgon, Garissa, and Mwingi were reached through mailing of the survey questionnaire.

From the findings, it was established that some stations are manned by one Officer. It therefore implies that the Officers have a heavy workload, this is aggravated by the fact that news makers (leaders, politicians etc) are very visible on weekends when employees should free hence Officers do not have time to proceed on leave, do not have time for themselves yet a lot is expected from them. This scenario can lead to issues of stress, workholism, absenteeism. The above issues will ultimately require Counselling intervention.

**Table 1: Respondents' Work Station**

<b>Work Station</b>	<b>Frequency</b>	<b>Percentage</b>
Nairobi	68	51.1
Murang'a	3	2.3
Kisumu	6	4.7
Eldoret	8	6.2
Kericho	3	2.3
Siaya	2	1.6
Bondo	1	.8
Nakuru	7	5.4
Embu	5	3.9
Kabarnet	1	.8
Kitui	2	1.6
Mombasa	5	3.9
Vihiga	1	.8
Mwingi	1	.8
Kisii	3	2.3
Machakos	5	3.9
Kilifi	1	.8
Kaloleni	1	.8
Kwale	1	.8
Malindi	1	.8
Wundanyi	2	1.6
Garissa	3	2.3
Kakamega	1	.8
Mt. Elgon	1	.8
Tana River	1	.8
<b>Total</b>	<b>133</b>	<b>100</b>

#### **4.4 Distribution of respondents by Designation**

Information and Public Communications Officers constitute the bulk of the respondents at 34.6% as indicated in Table 2 while, 14.3% of the respondents are Film Officers, 6% are Teleprinter Operators, Electronic Technicians and Printers, while 3.7% of the respondents are Lecturers . The sum total of these designations is 59.9%.These are the technical cadre in the Ministry who are charged with the responsibility of gathering and dissemination of news and information, development of

the filming industry as well as training of manpower to serve the media industry. The remaining 40.1% of the respondents provide diverse support services to enhance the delivery of the core function of the technical cadres.

The duties and responsibilities of the technical cadre involve working beyond normal working hours and over the weekend. Further, assignments have very strict timelines as news and information are 'perishable'. This can at times lead to stress that will require counselling intervention.

**Table 2: Distribution of Respondents' by Designation**

<b>Designation</b>	<b>Frequency</b>	<b>Percentage</b>
Information and Public Communications Officers	46	34.6
ICT Officer	3	2.3
Secretarial, Clerical and Cateress	17	12.8
HRM and Finance Officers	8	6.0
Procurement, SCM and Accountants	13	9.8
Film Officers	19	14.3
Lecturers	5	3.7
Teleprinter Operators, Electronic Tech's and Printers	8	6.0
Drivers, Security and Telephone Operators	14	10.5
<b>Total</b>	<b>133</b>	<b>100</b>

Some employees are also identified by other titles which are given to them with a view to delineate Supervisors amongst employees for enhancement of administrative matters. From analysis, 36.5% of the respondents hold supervisory positions and the number of employees supervised varies. The various categories of Supervisors isolated included Heads of Department, Deputy Heads of Department, Provincial Information Officers (in charge of Provinces on matters concerning gathering and dissemination of news and information), Bureau Chiefs (in-charge of several Districts on matters concerning gathering and dissemination of news and information) and Regional Head of Film service (in-charge of designated Film Regions).

Supervisors are charged with the responsibility of the smooth running of their designated units through prudent management of all resource put under them but more importantly the human resource as this is the most important resource in any organization. In this study, supervisors were very critical as they are expected to manage employee's welfare including spotting employees with problems and refer them to the Counsellor. They are the link between the employee and the Counsellor.

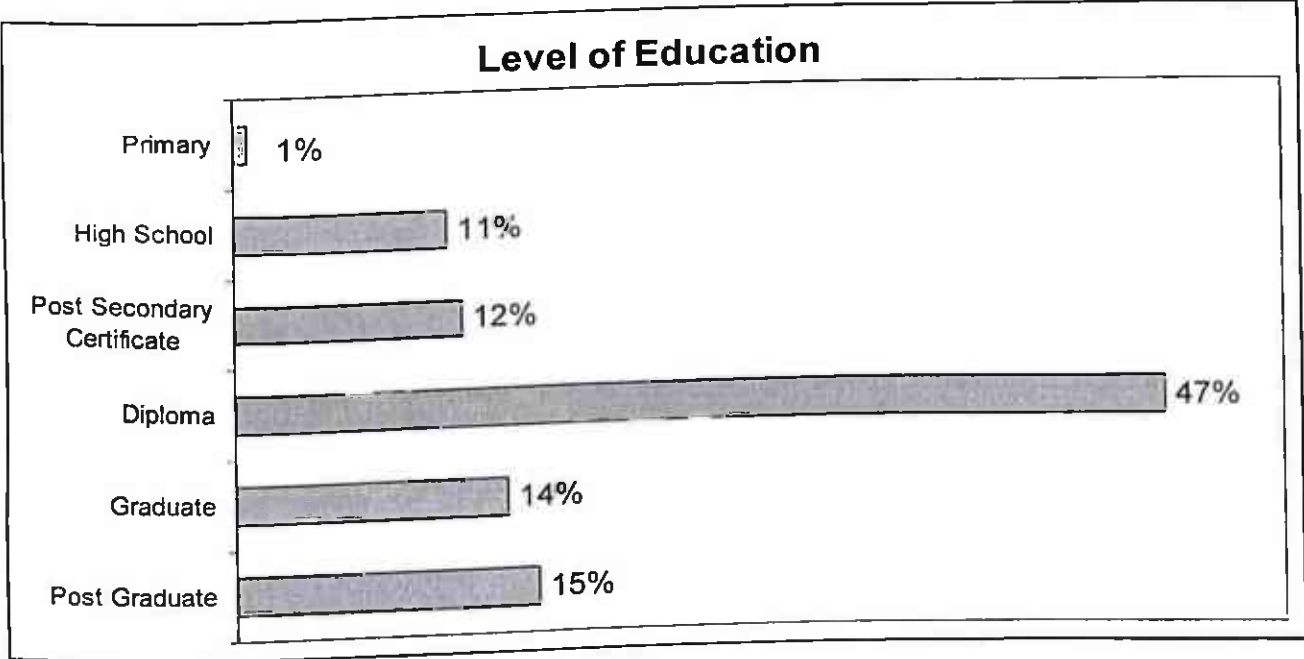
#### **4.5 Distribution of respondents by level of education**

The study sought to establish levels of education attained by the respondents. Majority of the respondents, 47% are diploma holders, 15% have postgraduate qualifications, 14% are first degree holders, 12% have post secondary certificate education, and 11% are high school graduates. Only 1% of the respondents are primary school leaver. There is need to encourage and support respondents to upgrade their academic qualifications in order for them to become competitive

in the job market, for career advancement and for increased productivity. It was notable that the current Government is putting a lot of emphasis on employees upgrading their skills.

Further, it was noted that career advancement in the Public Service is pegged on acquisition of additional skills. Employees who stagnate due to lack of requisite academic and professional qualifications require Career Counselling. Similarly newly recruited staff also need Career Counselling to enable them determine their career path early enough and work towards attaining the same.

**Figure 3: Respondents' levels of education**



**4.6 Distribution of respondents by awareness of availability of Guidance and Counselling Service offered by MSPS**

The study endeavored to establish the levels of awareness of the availability of Guidance and Counselling Service offered by Ministry of State for Public Service. Findings indicated that majority of employees who constitute 62% are aware of the Guidance and Counselling

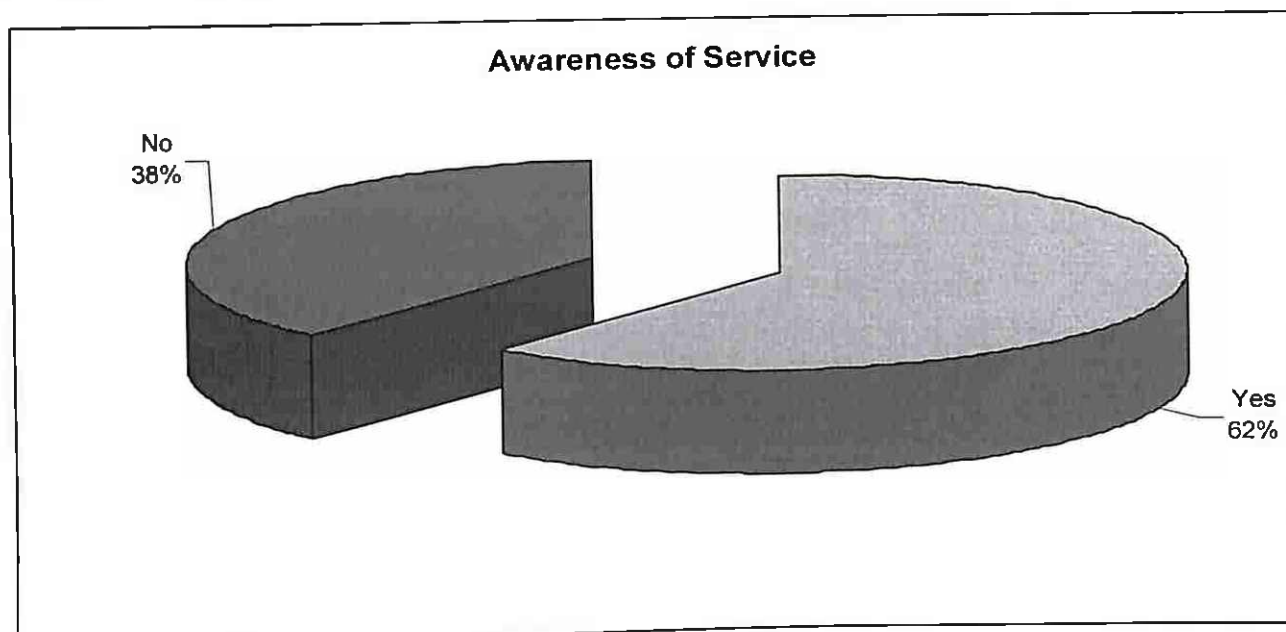
Services offered by the Ministry of State for Public Service (MSPS). However, 38 % are not aware of the Counselling Services.

It can be argued that the majority of the employees are aware about the availability of Guidance and Counselling Services. Awareness is one of the roles that Counsellors are mandated to undertake. From the finding, it can be argued that Counsellors have made great strides in their role of creating awareness as majority of the employees are aware about the Counselling. Concerted efforts should be made to reach out to respondents who are not aware about the service given the value of Guidance and Counselling in the physical and psychological well being of the employee.

Awareness is also central to the penetration and success of Guidance and Counselling Services in the Public Service. Through sensitization, people are empowered to use the knowledge to make informed choices and also help others. It also helps to reach many employees at once hence spreading the message faster. Through sensitization, employees get to interact and share issues thus further spreading the message.

During awareness workshops employees can share real life experiences which can be very informative and gain a lot of acceptance from the participants. The use of diverse ways to deliver message during sensitization is appropriate and helps to reach far off places. Sensitization sends the message that the management is concerned about employee welfare and this can help enhance the acceptance and use of the services.

**Figure 4: Respondents' awareness of availability of Guidance and Counseling Service.**



#### **4.7 Distribution of respondents by means of awareness of the Services**

Tied to the question on awareness was the avenue through which the respondents came to know about the availability of the service as indicated in table 5 below. A substantial number of the respondents, 24.8% picked sensitization workshops as their avenue of awareness, 12.8% learnt about the service from colleagues, 8.3% from circulars and meetings, 7.5% from supervisors, while MSPS website, Newspapers, and Television were cited as other avenues through which awareness was realized. As highlighted in the literature review, the Counselling unit at MSPS had purposed to use sensitization as a major avenue of creating awareness.

In view of the impressive number of respondents reached through sensitization, there is need to embark on intensive sensitization in order to reach more employees. Indeed, Counsellors who participated in the in-depth interview emphasized the use of Sensitization Workshops as a

good avenue for creating and enhancing awareness with C<sub>1</sub>, C<sub>2</sub> and C<sub>3</sub>

*“citing accelerated awareness through sensitization  
as a strategy for enhancing Guidance and Counselling  
Service in the Public Service”.*

**Table 3: Respondents’ means of Awareness**

<b>Means of Awareness</b>	<b>Frequency</b>	<b>Percentage</b>
From Supervisor	10	7.5
From Colleague	17	12.8
Sensitization Workshops	33	24.8
Brochures, Magazines and/or Fliers	5	3.75
MSPS/DPM Website	4	3.0
Newspapers	3	2.25
Television	2	1.5
Others- Circulars, Meetings	11	8.3
Not aware	48	36.1
<b>Total</b>	<b>133</b>	<b>100</b>

#### **4.8 Supervisors with Basic Counselling Skills**

The study sought to establish whether Supervisors have training in Basic Counselling Skills. The responses are captured in Figure 5. Majority of the Supervisor representing 70% responded in the negative. Only 30% had acquired Basic Counselling Skills. As postulated in the literature review, Counselling Skills are basic ingredients of an effective manager. It’s noted with concern that majority of the Supervisors do not have Basic Counseling Skills.

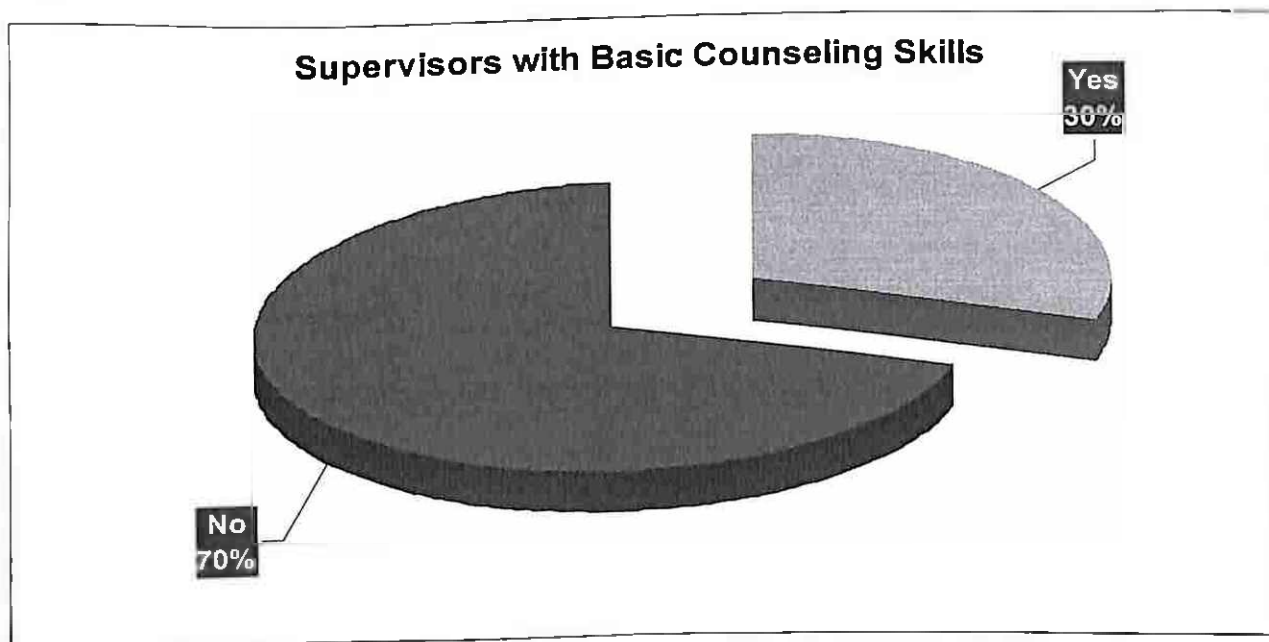
The literal meaning of this is that Supervisors who are the interface between the Employee and the Counsellor do not have the enablers



that can guide them to 'help', 'manage' and spot employees with problem in good time. They can't offer first line 'help' to employees with problem and they are not conversant with ethical issues in Counselling.

Equally important in this is that by the time the employee with problem gets to a Counsellor, a lot of damage has been done on the employee physical and psychological well being, productivity and service delivery have deteriorated. In view of the prominent role dedicated to the Supervisor in the Counselling Policy and as a good management practice, it would be prudent to ensure that Supervisors are taken through Basic Counselling Skills to enable them play their rightful role of 'helping' employees with issues that require Counselling and to enable them refer employee who need Counselling to the Counsellor in 'good time' for necessary Counselling intervention.

**Figure 5: Supervisors with Basic Counseling Skills**



Counsellors interviewed opined that some of the factors that impact on the provision of Guidance and Counselling services were tied to the fact that Supervisors do not appreciate Counselling Services an issue that could be attributed to lack of Basic Counselling Skills;

*“Some Senior Officers are not supportive to Guidance and Counselling and do not appreciate the value of the service. They at times have little respect of the ethical issues in Counselling especially confidentiality. This can be impact on the success rate”*

The issue of Supervisors acquiring Basic Counselling Skills needs to be addressed. The literature review and Counsellors interviewed make a strong case for Supervisors to be given Basic Counselling Skills because they are the interface between the employee and the Counsellors.

#### **4.9 Some of the duties of Counsellors at MSPS**

The study sought to get the opinion of the respondents on the duties of a Counsellor as captured in table 4 below. Provision of Guidance and Counselling to employee was picked as the major responsibility of a Counsellor by 73% of the respondents while holding of sensitization workshops to create awareness and motivating staff towards high productivity were cited by 12% of the respondents respectively. Only 3% indicated that they are not sure about the duties of Counsellors. The duties cited by respondents were in tandem with the duties highlighted in the literature review.

**Table 4: Some duties of Counsellors at MSPS**

<b>Duties of Counsellors</b>	<b>Frequency</b>	<b>Percentage</b>
Provide Guidance and Counselling on various staff problems	97	73
Holding sensitization workshops to create awareness	16	12
Motivating Staff towards high productivity	16	12
Not Sure or have no idea	4	3
<b>Total</b>	<b>133</b>	<b>100</b>

Counsellors who participated in the in-depth interview concurred with the duties cited above. In addition they also brought out other duties handled namely:-

- Counsellor Supervision (individual and group)
- Provision of Family Life Education
- Administrative duties i.e writing reports, budgeting, setting targets with supervisee's, general supervision of staff, attending meetings and any other adhoc assignments that can be assigned.

From the above analysis, it can be deduced that Counsellors have a multiplicity of responsibilities to perform and this can impact on their core function of provision of Guidance and Counselling.

#### 4.10 Work related problems employee feels should be presented to Counsellor

The research sought to isolate some of the work related problems that the respondents felt should be presented to a Counsellor as indicated in Table 5. Alcoholism, Drug and substance Abuse are indicated by 29.3% of the respondent, as problems that should be presented to a Counsellor. A combination of low morale, work conditions and frustrations which are related to stress are ranked second by 24.1% of the respondents. Other issues include; personal problems e.g. financial management, Family Issues e.g. abuse, death; health issues e.g. HIV; harassment e.g. sexual, incidents of inequality/discrimination, gender and disability.

**Table 5: Work related problems that should be presented to Counsellors at MSPS**

Work related problems presented to a Counsellor	Frequency	Percentage
Alcoholism, Drugs Abuse	39	29.3
Health Issues e.g. HIV and how to relate with the infected	14	10.5
Harassment e.g. sexual, work-related	11	8.3
Issues of low morale, work conditions, frustration	32	24.1
Absenteeism	16	12
Personal Problems -finance Mgt, family issues – abuse, death	17	12.8
Incidents of inequality/discrimination - gender, disability	4	3.0
<b>Total</b>	<b>133</b>	<b>100</b>

All the issues highlighted above were equally identified by the Counsellors who participated in the research. Counsellors identified issues of Alcoholism, Drug and substance Abuse as challenging due to client relapsing and lack of 'specialized' training by Counsellors.

The diversity of issues presented to Counsellors calls for 'specialized' skills for the serving Counsellors which can be acquired through CPD to enable them to competently and comprehensively attend to issues presented to them. According to C<sub>1</sub>, the focus of Continuous Professional Development (CPD) will be in the areas of Counselling in HIV & AIDS, Drugs and Substance Abuse, Depression and Schizophrenia.

*"The aim of this Continuous Professional Development (CPD) is to make the Counsellor all round in order to enable them to manage the complex issues presented to them".*

Further, this can be used to inform future recruitment so that these skills are incorporated in the job specification.

The issues highlighted above impact on the physical and psychological well being of the employee. Further, they impact on overall work performance and productivity of the employee. The essence of the introduction of Guidance and Counselling Services was to help mitigate the effect of these issues and help in improving the physical, emotional and psychological well being of the employee with a view to ensure improved productivity and quality service delivery.

#### **4.11 The Person Employees Prefer to Share a Problem with**

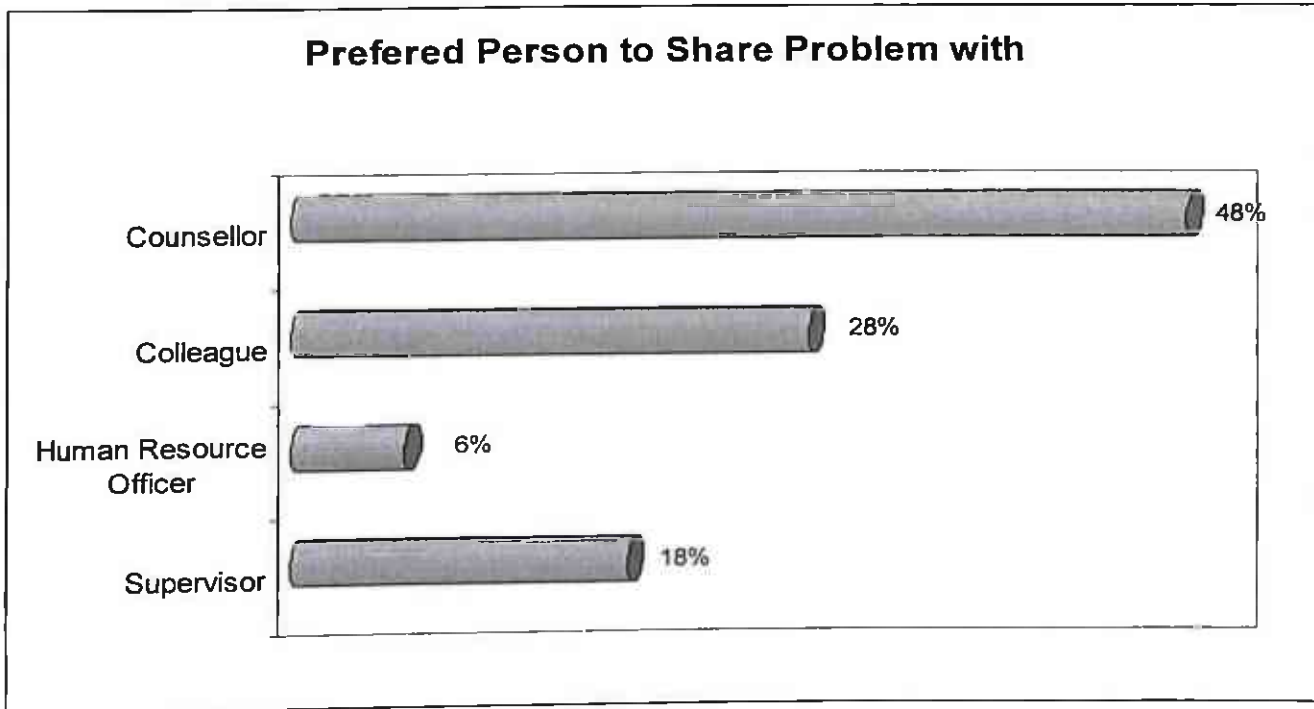
The literature review highlights the roles played by, Human Resource Officer, Supervisors, Colleagues and Counsellors in the provision of Guidance and Counselling Services in the Public Service. Based on the above, the study enquired from the employee the person he/she would be comfortable to share a problem with. Figure 6 shows that 48% of the respondents would prefer the Counsellor, 28% of the respondents preferred a Colleague, 18% opted for the Supervisor. Only an insignificant 6% preferred the Human Resource Officer. The choice of Counsellor by a majority of the respondents may be understood to mean that there is a high regard for a professional Counsellor.

All the five Counsellors interviewed argued for the recruitment of more Counsellors. In the words of C<sub>1</sub> ;

*“There are only 25 Counsellors available for the entire Public Service. This is a very small number. Effort to increase the number has been hampered by lack of funds to recruit more personnel”*

Further, given the number of Counsellors available viz a viz the demand for their service and given that the Public Service is very huge, it can be argued that capacity is also a factor that is impacting on the provision of Guidance and Counselling Services in the Public Service.

**Figure 6: Person Employees prefer to share a problem with**



**Table 6: Person to share problem with and reason**

Person	Counsellor	Colleague	Supervisor	Human Resource Officer
Reason	<ul style="list-style-type: none"> <li>- Trained for the Job and handles problem professionally</li> <li>- Assured of confidentiality</li> <li>- An empathizer</li> </ul>	<ul style="list-style-type: none"> <li>- A confidant whom I have trust in and feels comfortable to share</li> <li>- Easily accessible, regular contact, understands me and my problem</li> </ul>	<ul style="list-style-type: none"> <li>- Is likely to understand me and respect my privacy</li> <li>- Due to regular interaction and his/her immediacy</li> </ul>	<ul style="list-style-type: none"> <li>- Can offer appropriate advice</li> </ul>

Table 6 above, analyses various actors who interact with employees in the workplace. Employees were asked to share insights with the researcher on the actor they would disclose a problem to and the reason for sharing with the chosen actor. The reactions are expounded upon below:-

#### **4.12 Reasons for Choosing the Supervisor**

The reason for choosing a Supervisor as the one to share a problem with; understanding, respect for privacy, and proximity. The reasons namely; understanding and respect of privacy have also been given credence in the literature review as valuable requirements and ingredients of a good Counselling intervention. These skills can be imparted to the supervisor through training in Basic Counselling Skills. This further strengthens the call for the Supervisors to be trained in Counselling skill. The reason for proximity cannot be overemphasized and is the reason why the Guidance Counselling Policy has recognized the Supervisor as a driving force in any Counsellor /Employee interaction.

#### **4.13 Reason for Choosing a Human Resource Officer**

The reason for choosing Human Resource Officer as the person whom an employee can share a problem with are; "can offer appropriate advice". The Human Resource Officer has been highlighted in the Counselling Policy as key to the Counselling process a view that does not seem to be shared by respondents given that only 8 out of 133 respondents who would be willing to share their problem with the Human Resource Officer.

It can be argued that the current Human Resource Officer has evolved from the Personnel Officer who was always associated with enforcing discipline to the letter, conservative, sadist, no nonsense Officer and mean. Employees continue to use the same tags to label the current Human Resource Officer. This is a wake up call for the current Human Resource Officer to shed these tags by embracing modern Human Management practices especially putting 'human face' to service



delivery. However, there is need to undertake further research as to why the respondent holds this view about the Human Resource Officer yet the Policy has high regard for the Human Resource in the implementation of the Policy. The researcher opines that the Human Resource Officer has a critical role to play in the Counselling intervention.

#### **4.14 Reasons for Choosing a Colleague**

Table 6 captures the reason for picking a colleague as the one to share a problem with as; accessibility, understanding, trust and confidant. These are bedrocks of a Counselling intervention. The ability of colleagues in identifying one of their own when he is in a problem cannot be over emphasized given the close proximity and period spent together in the office. Similarly, colleague's role in 'helping' and participating in the process of Counselling intervention cannot be gainsaid.

In order to enable the colleagues to be of valuable help to each other, it may be necessary to also consider looking beyond the actors highlighted in the Policy as the only ones who can come in handy when employees are faced with problem by giving more employees the Basic Counselling Skills because employees have expressed their confidence. This can go along way to establish a critical mass that can be relied upon. From the critical mass, colleagues who prove themselves and those who win the confidence their colleagues can be considered for further training to become peer Counsellors.

#### 4.15 Reasons for Choosing a Counsellor

Table 6 captures the reasons for picking the Counsellor. They include professionalism and confidentiality. The literature review has cited these as critical to the success of any Counselling intervention. All Counsellors interviewed have professional qualifications. Two have Diploma in Counselling Psychology and three have Masters Degree (MA). Among the MA holders, two are pursuing Doctoral programmes. Counsellors emphasized upholding of confidentiality as bedrock of a professional and ethical Counselling intervention.

In the words of one C<sub>1</sub>;

*“All Information presented to a Counsellor is to be held in confidentiality except in situations where the client is at the risk of harming himself or others.”*

Further, all Counsellors indicated that they attend Counsellor supervision once a month with C<sub>1</sub> indicating that its her duty to do conduct supervision to her colleagues because she has the requisite training in supervision. It was also indicated that MSPS provides budgetary allocation for Counsellor Supervision. The literature review has put a strong case for Counsellor Supervision as an ethical issue in Counselling and a good practice for professional Counsellor to observe.

#### 4.16 Preferred Method of Referral to an MSPS Counsellor

The research sought to determine the most preferred method of referral by the employees as indicated in Table 7. An Overwhelming number of the respondents 105 representing 79% preferred voluntary/self referral, 15% opted for suggested referral/informal. Only 6 % prefer mandatory referral. The literature review has equally given prominence to self referral as the most appropriate method of referral as it respects individual freedom to seek for the service. It equally bonds well with the humanistic theory of Counselling where clients are allowed to find solutions to their problems. The voluntary and deliberate decision to seek for the service by the client is the first move to seeking solutions to a problem.

**Table 7: Preferred Method of Referral to an MSPS Counsellor**

<b>Method of Referral</b>	<b>Frequency</b>	<b>Percentage</b>
Voluntary/Self Referral	105	79
Mandatory Referral By Employer	8	6
Suggested Referral By Colleague	20	15
<b>Total</b>	<b>133</b>	<b>100</b>

All Counsellors interviewed indicated that majority of their client are self referrals. Counsellors also preferred handling self referral clients. Some Counsellors opined that they had realised success with self referral clients in comparison with other referrals.

On referral, C<sub>1</sub> had this to say;

*“To improve in this area, a standardized form to be completed*

*during referral has been developed but it has not been rolled out. This will help in managing the Line manager/supervisor and Institutional referral”*

#### **4.17 Statements on indicators of impact of Guidance and Counselling**

The study endeavoured to examine the impact of Guidance and Counselling Policy in the Public Service. Statements of indicators of impact from which respondent were required to indicate their feeling were provided. The responses are captured in Table 8

**Table 8: indicators of impact of Guidance and Counselling**

indicators	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Guidance and Counselling Services led to increased productivity and improved service delivery in Public Service	37	27.8%	65	49%	26	19.5%	3	2.2%	2	1.5%	133	100.0%
Guidance and Counselling Services helped reduce career stagnation in Public Service	22	16.5%	46	34.6%	41	30.8%	18	13.5%	6	4.5%	133	100.0%
Guidance and Counselling Services helped check on chronic absenteeism in Public Service	27	20.3%	66	48.9%	29	21.8%	8	6%	4	3%	133	100.0%
Guidance and Counselling Services helped reduce cases of Alcoholism and Drug Abuse in Public Service	31	23.3%	53	39.8%	35	26.3%	11	8.3%	3	2.3%	133	100.0%
Guidance and Counselling Services helped reduce incidences of Workholism in Public Service	10	7.5%	53	39.8%	52	39.1%	14	10.5%	4	3%	133	100.0%

#### **4.17.1 Increased productivity and improved service delivery**

There was 100% response to the above statement with 102 respondents representing 76.8% agreeing with the statement. From the in-depth interview C<sub>2</sub> had this to say *“counselling has enhanced service delivery”* while C<sub>3</sub> said

*“Interpersonal relationships in the offices have improved.*

*One officer who used to work for three days in a week was counselled. He now works for five days and when he has an issue to get him out of the office, he informs his Supervisor”.*

From the foregoing and with support from the literature review, it is appropriate to argue that Counselling does, and has helped to increase productivity thereof resulting in improved services delivery. It follows that the objectives envisaged in the Counselling Policy are being realized.

#### **4.17.2 Guidance and Counselling helps reduce cases of alcoholism and drug abuse**

The above Statement had 133 respondents out of which 84 respondents representing 63.1% agreed that Guidance and Counselling Services helps reduce cases of alcoholism and drug abuse in Public Service.

From the in-depth interview, C<sub>1</sub> said;

*“four employees who had acute drug and substance abuse issues have been assisted to recover through counseling and Government initiative of sponsoring them to join drug rehabilitation centre after which they have been able to resume duties” .*

There was additional input from C<sub>4</sub> who said;

*“As a result of the issue emanating from Counselling Officers on drugs and substance abuse, a baseline survey was conducted by the counseling unit of MSPS on the preference of Drug and substance abuse at the Ministry”*

However, there was consensus among the Counsellors that alcohol and drug abuse issues pose an enormous challenge due to clients relapsing. This is compounded by the fact that Counsellors do not have ‘specialised’ training to handle alcohol and drug abuse issues. It can be argued as pointed out in the literature review that alcoholism and drug abuse are problems experienced in workplace and Counselling as an intervention can be used to mitigate and minimize these issues.

#### **4.17.3 Guidance and Counselling help to check on chronic absenteeism**

The above Statement elicited 133 responses out of which 92 respondents representing 69.2% were in agreement that Guidance and Counselling Services help to check on chronic absenteeism in Public Service. C<sub>1</sub> picked chronic absenteeism as an issue that is handled as hereunder;

*“Chronic absenteeism-  
this is normally referred to us by the line managers supervisors”*

while C<sub>5</sub> indicated that among the issues handled by a Counsellor are;

*“Coming late to the office (chronic lateness to the office)”*

It can be deduced from the findings and literature review that issues of chronic absenteeism can be addressed through Counselling intervention. This puts a strong case for expansion of Counselling services.

#### **4.17.4 Guidance and Counselling helps reduce career stagnation**

This statement attracted 133 respondents out of which 68 respondents representing 51.1% were in agreement that Guidance and Counselling helps reduce career stagnations.

C<sub>1</sub> indicated “*stagnation*” as one of the issues presented to a Counsellor. The literature review highlights Counselling as an intervention to this issue. However there is need to undertake further investigation on why 48.9% of the respondents felt that Counselling could not address issues of career stagnation. In the literature review it is opined that career Counsellors undergo specialized training and given that Counsellors interviewed indicated that they lacked ‘specialized’ training in certain areas, it can be argued that career Counselling could be one of the areas that specialized training is required.

#### **4.17.5 Guidance and Counselling has helped to reduce incidences of workholism**

The statement “Guidance and Counselling has helped to reduce incidences of workholism in Public Service” attracted 133 respondents out of which 63 respondents representing 47.3% indicate that they were in agreement that Guidance and Counselling has had an impact in this area. In relation to this statement, C<sub>1</sub> indicated workholism as an issue presented to Counsellors by saying;

*“Workholism especially by Senior Managers who are running away from family issues.”*

Workholism is also another issue that can be addressed through Counselling. It is prudent to observe that drawing a line between a dedicated worker and workholism can be a challenge even to a professional Counsellor. The literature review opines that an effective

Counsellor also needs to understand the dynamics of the organization including the organization culture. This will enable the Workplace Counsellor to understand and appreciate the multiplicity of the issues presented to him/her and the approach to adopt in order to help employees to cope with the issues.

#### **4.17.6 Other indicators of the impact of Guidance and Counselling**

Other indicators of impact cited by respondents include improved teamwork and morale; change of perception including change of attitude towards work; gaining of self esteem, confidence and willingness to seek solutions. In addition to the indicators above, respondents to the in-depth interview had this to say on indicators;

C<sub>1</sub>

*“Due to the sensitization, there have been numerous requests from Provincial Commissioner for additional Counsellors at the Provinces as well as request to deploy Counsellors in the Districts.*

C<sub>3</sub>

*“HIV & AIDS victims are coming out for Counselling. so far six Administration Police Officers have sought Counselling service from the Counsellor”.*

The above issues have been highlighted in the study as areas that Counselling intervention can pay off.



#### **4.18 Rating the effectiveness of some strategies in enhancing the impact of Guidance and Counselling**

The study sought the opinion of respondents on the effectiveness of various strategies that can be adopted to enhance the impact of Guidance and Counselling Services in the Public Service. Provision of budgetary allocation for Counselling programmes was rated as the most effective, following in the queue was sensitization workshops and seminars, equipping Supervisors with Basic Counselling Skills was rated third, posting of Counsellors in Ministries was rated fourth and finally guaranteeing confidentiality was rated fifth.

It's prudent to argue that all other ratings hinge on provision of funding as very little can be achieved without funds. The Government should be implored upon to allocate more funding to the Counselling Unit at MSPS for the unit to realize its mandate. Counsellors participating in the in-depth interview cited this as the major challenge to the provision of Guidance and Counselling Service in the Public Service.

Awareness is central to the success of the Counselling initiatives. A look at respondents' sentiments on preferred person to share problem read (Counsellor), ability to correctly isolate duties of a Counsellor by respondents and the aptness in the choice of preferred method of referral points to the importance of awareness in overall success of the counselling intervention. Counsellors had positive sentiments on the value of awareness to the overall success in the implementation of the Guidance and Counselling Policy.

Supervisors who have training in Basic Counselling Skills can drive the Counselling intervention to great heights given that the number of

professional Counsellors is very small in relation to the number of employees who require the service. Further Supervisors are the link between the employee and the Counsellor and can be able help employee to cope with the 'small' issues leaving the Counsellor to handle the major issue.

Confidentiality is bedrock of any Counselling intervention and must be clearly explained at the beginning of any Counselling process. It's unethical for a professional Counsellor to fail to observe the tenets of confidentiality. Counsellors interviewed, explained the values of upholding confidentiality and incidents when the veil of confidentiality can be lifted.

**Table 9: Effectiveness of some strategies in enhancing the impact of Guidance and Counselling Services in the Public Service**

Strategy	Most Effective(1)		Effective(2)		Partially Effective(3)		Somehow Effective(4)		Least Effective (5)	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The effectiveness of sensitization workshops and seminars	35	26.3%	26	19.5%	25	18.8%	24	18%	23	17.3%
The effectiveness of equipping Supervisors with Basic Counseling Skills	24	18%	28	21%	37	27.8%	26	19.5%	18	13.5%
The effectiveness of posting Counsellors to Ministries	21	15.8%	25	18.8%	25	18.8%	27	20.3%	35	26.3%
The effectiveness of guaranteeing confidentiality	31	23.3%	23	17.3%	25	18.8%	20	15%	34	25.6%
The Effectiveness of providing budgetary allocations for Counselling programmes	36	27.1%	26	19.5%	18	13.5%	29	21.8%	24	18%

In addition to the above strategies, Counsellors interviewed cited other notable strategies that can enhance Guidance and Counselling Services in the Public service namely:-

- Integration of the gains of Guidance and Counselling with Information Communication Technology (ICT) as a platform through which more people can be reached through establishing two website at the Ministry one to handle general issues on Guidance and Counselling and the other to handle HIV & AIDS.
- Institutionalization of Guidance and Counselling Services through development of Counselling procedure manuals and Counselling training manuals.
- Operationalisation of mobile Guidance and Counselling Service for the Disciplined Forces who sometimes cannot be allowed to leave their duty stations. A case in point is the General Service Unit (GSU) camp at Ruaraka. Members of the Disciplined Forces have many Counselling issues. Mobile services can be offered once in a fortnight
- The Counselling Policy should be reviewed to encompass the family. As it is now, only the worker has the access to the Guidance and Counselling Services. Family issues impact on the Officer and ultimately on his productivity and service delivery at the workplace.

#### **4.19 Other factors that impact on the provision of Guidance and Counselling Service**

During the in- depth interview it emerged that other factors are also hindering the desired impact that Guidance and Counselling is expected to realize. The handles are as hereunder:-

- Inadequate resources i.e. infrastructure, equipments, funds and Capacity

The combination of lack the above mentioned resources make the operating environment for the Counsellor and client very difficult. Improvements in these areas will greatly assist in ensuring that the services are spread far and wide.

- Lack of legal framework to govern Guidance and Counselling service.

A legal framework is necessary for the profession because it will draw clear lines of operation for both the Counsellor and the client. It will further strengthen the ethics of the profession thus making it more amenable to the Public Service at large.

- Lack of specialized training

Specialized training is vital given the diversity of issues being presented to the Counsellor. This is very critical for a profession in its infancy stage. In addition, specialization will enhance the efficiency and effectiveness of the Counsellor making the services more appealing to employees. Increased success rate will motivate both the client and Counsellor.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The introduction of Guidance and Counselling in the Public Service had the sole aim of assisting Public Servants to take responsibility and cope with issues in their lives. Having been introduced in January, 2007, this endeavour is still in its infancy stage hence could be experiencing some challenges which the study sought to investigate by establishing if employees are aware of the availability of Guidance and Counselling Service provided by the Ministry of State for Public Service, determining if Supervisors have training in Basic Counselling Skills, examining the impact of the Guidance and Counselling Policy and analysing factors that impact on the provision of Guidance and Counselling services in the Public Service.

#### **5.1 Specific Conclusions**

The findings revealed that majority of the Supervisors do not have training in Basic Counselling Skills a factor which could have contributed to the low support that Supervisors give to the Guidance and Counselling initiatives. Due to sensitization, employees were able to clearly point out the work related issues that should be presented to Counsellors, they were also conversant with the duties and responsibilities of a Counsellor. This tied aptly with the delineated duties and responsibilities of Counsellors as expressed in their job description.

Majority of the respondents settled for the Counsellor as the preferred person to share their problems with. The overriding justification being

professionalism. This therefore call for capacity building of this cadre given the confidence employees have expressed in them. The study revealed that majority of respondents would go for voluntary referral. This method of referral was also favoured by the Counsellors who pointed out that success rate for this referral was high in comparison with others namely; management and suggested referral.

It was established that employees present diverse issues to the Counsellors. For the Counsellors, 'solving' some of the issues is a challenge due to the nature of training as well as exposure. Similarly, Counselling Services are in high demand and due to the capacity, available Counsellors are overwhelmed.

The research established that increased productivity and improved service delivery were the predominant indicators of impact of the Guidance and Counselling Service. In order to enhance the impact, respondents indicated that more budgetary allocation should be provided. Further, more Counsellors should be recruited.

From the foregoing, it is noted that Guidance and Counselling Services have made great strides and left permanent and positive marks on individuals and in the Public Service hence this should give the stakeholders the impetus to soldier on with this noble initiative.

## **5.2 Specific Recommendations**

Guidance and Counselling Services are very critical in any organization as they impact positively on the very important resource in the firm, Human Resource. Therefore, there is need to address the issues that can hamper the Human Resource from realizing their full potential.

Critical to the enhancement of Guidance and Counselling Service in the Public Service is the provision of adequate budgetary allocations. Provisions of adequate budgetary allocation will fastrack sensitization programmes as well as help in recruitment of more Counsellors to enhance the capacity in this profession

The diversity of issues presented to Counsellors call for intensified continuous professional development (CPD) for serving Counsellors to enable them provides quality services. In addition, new recruitment should seek to tap specializations that can address the diversity of issues presented by employees.

The study recommends accelerated and intensive training of Supervisors in Basic Counselling Skill. The training will enable them to spot employees in or approaching a 'crisis' point and to know what to do. It is more critical for this group to have the requisite skills when it's evident that only a handful of professional Counsellors have been engaged.

It is further recommended that the issues of peer Counsellors be considered. Employees have a high regard of their fellow colleagues and are more than willing to share their problems with them. This calls

for training of peer Counsellors and intensified use of their services in assisting colleagues.

The emerging trend is that alcohol, drug and substance abuse are major issues being presented to the Counsellors. In view of this, it is recommended that the Guidance and Counselling Unit in the Ministry of State for Public Service in collaboration with National Campaign against Drug Abuse Authority (NACADAA) and other stakeholders should prepares a joint strategy on how to address these issue in the Public Service.



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**Appendix I**  
**SURVEY QUESTIONNAIRE**

This Questionnaire is part of Mr. Gerald Mwangi Muturi Masters Degree research project at the University of Nairobi. The items in this questionnaire are concerned with Public Service Guidance and Counselling Policy and some of the challenges facing the provision of this Service.

By answering all the questions, you will be contributing in enriching the body of knowledge in this area and helping Mr. Gerald Muturi in his pursuit of award of a Masters Degree in Counselling.

Information collected in this study is for academic research purposes only and your answers will be treated with utmost confidentiality. Voluntary participation is **key** to the success of this research.

Kindly answer all the questions even if you are not sure about or confident of your answer.

To answer each item, **TICK** the box that correspond mostly with your opinion or write in the space provided.

**I most sincerely thank you in advance for taking time to read and complete the questionnaire.**

**GERALD MWANGI MUTURI**

0722841616

## EMPLOYEE QUESTIONNAIRE

### 1. Gender

- a) Male       b) Female

### 2. Age

- a) 20 – 30 Years       b) 31 – 40 Years   
c) 41 – 50 Years       d) over 50 Years

### 3. Work Station .....

### 4. Designation ..... Job Group .....

### 5. Highest level of Education

- a) PhD       b) Post Graduate   
c) Undergraduate       d) Diploma   
e) Post Secondary Certificate       f) High School   
g) Primary

### 6. What is your other Title in the Ministry of Information & Communications?

- a) Head of Department   
b) Deputy Head of Department   
c) Provincial Information Officer   
d) Regional Bureau Chief   
e) Head of Regional Film Unit

### f) Others (please specify) .....

7. If you chose either **a, b, c, d, or e** in question **Six (6)** above, please indicate the number of staff you supervise .....

8. Are you aware of the **Guidance and Counseling Services** offered by the Ministry of state for **Public Service (MSPS)**?

YES  NO

9. If **YES**, how did you come to know about the **Guidance and Counseling service** offered by Ministry of State for **Public Service(MSPS)**

**Please Tick only ONE applicable to you**

- a) From my supervisor
- b) From my colleague
- c) Through sensitization workshops
- d) Through reading brochures, magazine and or fliers
- e) Through accessing MSPS/DPM Website
- f) Through reading newspapers
- g) Through television
- h) Any other means (please specify).....

10. If you supervise staff as indicated in **Question Seven (7)** above, have you been trained in **basic Counseling skills**?

YES  NO

11. In your opinion, what are some duties of a **Counsellor** at the Ministry of State for **Public Service (MSPS)**

.....

.....

.....

12. List some of the work related problems which you strongly feel should be presented to a counselor at MSPS?

.....

.....

.....

13. If you had a problem that required counseling, whom would you prefer to share the problem with?  
Please chose one (1) and state the reason for your choice

a) Supervisor

.....

.....

b) Human Resource Officer

.....

.....

c) Colleague

.....

.....

d) Counsellor

.....

.....

e) Other (please specify)

.....

.....



14. If the problem required counseling by a Counselor from MSPS, which method of referral would be most preferred by you?

- a) Voluntary/self referral
- b) Mandatory referral by employer
- c) Suggested referral by colleague

15. The following statements are indicators of the impact of Guidance and Counselling in the Public Service

For Each statement please tick only one (1)

	Indicators	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
A	Guidance and counseling services have resulted in increased productivity and improved service delivery					
B	Guidance and Counselling services have helped to reduce career stagnation					
C	Guidance and Counselling services have helped to check on chronic absenteeism					
D	Guidance and Counselling services have helped to reduce cases of Alcoholism and Drug Abuse					
E	Guidance and Counselling services have helped to reduce incidences of workholism					

16. In your opinion what are the other indicators of the impact of Guidance and Counselling in the Public service.

.....

.....

.....

17. How would you rate the following strategies for enhancing the impact of guidance and counseling in the Public Service.

Please rank the choices given from 1-5 in order of most effective to least effective

- a) Conducting sensitization workshops and seminars
- b) Equipping Supervisors with basic Counselling skills
- c) Posting Counselors to Ministries
- d) Guaranteeing confidentiality
- e) Providing budgetary allocations for counseling programmes

16. In your opinion what are the other indicators of the impact of Guidance and Counselling in the Public service.

.....  
.....  
.....

17. How would you rate the following strategies for enhancing the impact of guidance and counseling in the Public Service.

Please rank the choices given from 1-5 in order of most effective to least effective

- a) Conducting sensitization workshops and seminars
- b) Equipping Supervisors with basic Counselling skills
- c) Posting Counselors to Ministries
- d) Guaranteeing confidentiality
- e) Providing budgetary allocations for counseling programmes

## **Appendix II**

### **COUNSELLOR INTERVIEW SCHEDULE**

**Kindly answer the following questions in which you will share your insights and recommendations as a counselor in the Public Service**

Gender

Age

Highest academic qualifications

Highest professional qualifications

1. What is your experience with Guidance and Counselling Services in the Public Service?
2. What are your responsibilities as a Counsellor in the Public Service?
3. How many employees have sought Guidance and Counselling service from you in the last one (1) year?
4. Of these, how many have been fully assisted
5. Please shed light on how clients are referred to you for Counselling.
6. What are some of the major issue that Public Service employees present to you as a Counselor
7. What is the policy on Confidentiality? Give me a insight on how it is handled by Counselors at MSPS
8. What strategies are in place for Counsellor Supervision in the Public Service?
9. Comment on the Counsellor Professional Development in the Public Service
10. What impact, if any, do you feel Guidance and Counselling Service has made in the Public Service?
11. What are some of the barriers, if any, that you feel hamper the provision of Guidance and Counselling Service in Public Service?
12. What strategies/ Intervention would you recommend for the enhancement of Guidance and Counseling service in the Public Service?