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Different approaches in counselling in Finland

Approach/ Paradigma	Basic way of thinking, human concept	Focus of counselling	Counsellor's role	Basic methods	Questions and challenges?
Paradigm 1: **Trait and factor theories** (Williamson, Spearman, Paterson) **'Matching' = "right man to the right place"** (Holland)	Rational and irrational in individual. Person is a wholeness of skills, abilities, interests and potentials, and it stabilises by maturation The requirements of the work and occupations, as well as characteristics of the individual, are analysed and matched	Making the right "diagnosis" on the client Finding and verifying potential strengths. Rational evaluation of the alternatives. Maximization of the capacities.	Expert who has the better knowledge on the occupations and methods to reveal "the right characteristics" of the client Diagnosis, assessment, analysis, prognosis, psychometrics, synthesis, follow up, choosing techniques	Testing and defining 'aptitude' Diagnostics, facilitating action plan creating, training	Were relevant in the restricted and clear occupations of the industrial society. What about now?

Paradigm 2: **Development psychological approach** (Super)	The client's developmental phase is analysed and supported by "the right career choice"	"Diagnosing" of the client's development phase and planning the supporting activities/ interventions	Expert who has better knowledge about occupations and methods by which to reveal the client's "real development phase"	Testing and methods supporting development (e.g. "self – image -test")	Who knows and on which ground the direction of the development of the occupations and the individuals?
Psycho-dynamics: (Freud → Mahler, Kohut jne.), **'new psycho-analysts'**	The individual's vocational orientation is a part of her personality development, from the early childhood	Careful analysis of the client's development history and basic human relations	Expert who knows better the principles of personality development	Testing, especially projective methods. Listening and understanding the client's development story. Constructing the relationship which supports the client's personality. Discussing	The nature of the development history vs. "the second modernity": development 'determined' or 'opening'?

Cognitive, e.g. RET (rational-emotive) (e.g. Ellis, Kelly)	Individuals are rational, but also wrong thinking. Reason controls emotions. ABC-theory of the personality Vocational orientation depends on reasoning, thinking models and patterns	'Eliminating' behaviour hurting the self . More tolerant 'life philosophy'. Encouraging critical thinking. Removing irrationality. Analysing the client's 'thinking schemas' and trying to develop them	Expert who supports the development of the client's thinking models by her expertise and methods. Encourages, introduces, analyses, is active and directive trainer Challenging, shows that the problems relate to irrational beliefs Helps in recognising and assessing the inner voice	Methods measuring thinking models (e.g. Kelly's construstions, 'learning styles') and counselling on the grounds of them Giving home tasks, confronting.	Too individual emphasized? The meaning of emotions and social interaction? Too 'rational' in relation to 'post industrial' works and occupations?
Behavioural (Watson → Skinner,	The bahaviour of a person is created by the culture.	Removing unadaptable behaviour.	Supporting the client's 'learning' by	Methods promoting learning.	Is development/ change only another kind of

			reinforcing 'good' or 'right' behaviour.		behaviour/acting?
Beck Krumboltz, Eysenck, Lazarus, Bandura)	A person is neutral at born: the same potential for good and bad Behaviour is structured Career choice is 'bahaviour'	Changing behaviour. Creating new preconditions for learning Affecting to the client's 'behaviour' and developing it.	Didactive, active, acting as a teacher, reinforcer role model.	muscle relaxing assertiveness training, aversion therapy, operant conditioning reinforcing.	
Activity based approach (Vygotsky → Leontjev)	Vocational orientation is the wholeness of activities which consists of 'acting', 'thinking', 'emotions' and 'development'.	To affect on the whole 'activity system' of the client.	To support and facilitate the development of the client's activity system.	To co-construct new kinds of activity modes and to reflecting them.	Activities vs. 'communication' and 'sociality'? Activities vs. non-linear development?
Systemic (Haley)	Person is always a part of a larger activity system (e.g. family)	To affect on the whole 'activity system' of the client, especially on social systems.	To support and facilitate the development of the client's activity system.	To co-construct new kinds of activity systems.	'Individual' vs. 'system'?
NLP	Person's activity is determined by her map, orientation	"Change your mind and keep the change"	To support creating "new maps".	e.g. "editing"	Is development/ change sustainable?

		"The map is not the territory."			
Solution focused (de Shatzer, Fuhrman)	Person has the resources to solve her problems.	"Solutions come before problems".	To support the client's resources by focusing to solutions.	Basic interventions like "magic question"	Is development/ change sustainable?
Constructivism (Kelly, Neimeyer)	Vocational orientation depends on (thinking) constructions and their structures.	Exploring constructions.	To support the development of the development and enrichment of the individual's constructions	E.g. sorting different occupations (e.g. Cochran)	one sided cognitive and rational?
Social constructio- nism (Peavy)	Human being creates and produces the reality in social interaction with other people.	Building co-operation which creates new.	"Co" – creator: 'co - constructer', 'co-passanger' 'partner', '	Life space, dialogic listening, building co-operation, Methods contextual, appropriate to the client, situation and counsellor.	"Social projects Is development/ change sustainable? "?

Narrative approaches (Ericson, Amundson Savickas)	Human being creates and produces reality by telling stories to other people.	Which kind of stories does the client tell?	To be a 'co-teller'.	Promoting the stories by various methods.	Too 'liberal' theoretically and methodically?
Networks and muilti-professionality	Dialogue , which something more than 'discussing'. Multiprofessionality > 1+1	Who all are within?	To get the network as a part of developing as early as possible or ' just on time' (e.g. '360 grades')	Promoting dialogue ('future - dialogues', 'open dialogues')	Sustainability and stability of dialogue in every day life?

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