A critical review of industrial-organisational psychologists as counsellors

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COMMENTS

The reader is reminded of the following:

- The editorial style as well as the references referred to in this mini-dissertation follow the format prescribed by the Publication Manual (6th edition) of the American Psychological Association (APA). This practice is in line with the policy of the Programme in Industrial Psychology of the North West University (Potchefstroom) to use APA style in all scientific documents, as from January 1999.
- The mini-dissertation is submitted in the form of a research article. The editorial style specified by the South African Journal of Industrial Psychology (which agrees largely with the APA style) is used, but the APA guidelines were followed in constructing tables.
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DECLARATION

I, Hanri Barkhuizen, hereby declare that this mini-dissertation entitled "A critical review of industrial-organisational psychologists as counsellors", is my own work and that the views and opinions expressed in this work are those of the author and relevant literature references as shown in the references.

I further declare that the content of this research will not be handed in for any other qualification at any other tertiary institution.

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Hanri Barkhuizen

DEDICATION

I dedicate this piece to my, mother Rianna Barkhuizen. You have always been the person I look up to! You have always been my inspiration! It is said that when we love, we always strive to become better than we are. When we strive to become better than we are, everything around us becomes better too (Coelho, 1997). This has always been true in my life, and I thank you for that.

ACKNOWLEDGEMENTS

I would like to present the following recognitions:

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ABSTRACT

Title:

A critical review of industrial-organisational psychologists as counsellors

Key terms:

Industrial-organisational (I-O) psychologist, counsellor, scope of practice, skills and competencies, qualitative research

Industrial-organisational (I-O) Psychology is known for specialising in the study of human behaviour in the workplace (Van Vuuren, 2010). It is clear that the problems associated with individuals in the workplace form the basis for the existence of I-O psychology. Veldsman (2001) stated that it is imperative to reflect upon the future of I-O psychology and that I-O psychology must be repositioned in future. Therefore, it is emphasised that additional roles should be elicited for I-O psychologists in South Africa (Barnard & Fourie, 2007). Moalusi (2001) has recognised the need for I-O psychologists to reposition themselves in future by focusing on significant workplace issues. Upon further investigation it should be noted that many factors that exert an influence upon workplace behaviour do not necessarily derive from the workplace. These factors, such as family responsibilities, cultural influences and traumatic events, suggest that the sphere of influence of the I-O psychologists stretches far beyond the physical borders of the workplace (Landy & Conte, 2004; Van Vuuren, 2010). According to Strümpfer (2007), it is the I-O psychologist who is concerned with the deep-rooted problems of individuals.

The objective of the study was therefore to critically review the role I-O psychologists play as counsellors, and to determine whether counselling should form part of the I-O psychologist' scope of practice. A qualitative research design was utilised in the study following a phenomenology strategy. Convenience and snowball sampling were used to identify (*n*=22) I-O psychologists across the Gauteng and North West provinces. Semi-structured interviews were conducted, where the participants were asked to reflect upon seven interview questions which were later transcribed verbatim and analysed using content analysis. Nine themes were extracted from the data, namely, the meaning of counselling, counselling situations that I-O psychologists face, counselling skills required by I-O psychologists, characteristics displayed

by I-O psychologist during counselling, counsellor competencies required of I-O psychologists, post graduate counselling training received by I-O psychologists, additional counselling training received by I-O psychologists, recommendations made for future training of I-O psychology students and lastly the inclusion of counselling in the scope of practice

From the results it was clear the I-O psychologists are familiar with the meaning of counselling and that they are faced with a diverse range of counselling situations requiring a unique set of skills and competencies. Participants had divergent experience and opinions with regard to the training received in preparation of their role as counsellor. In relation to their training participants made recommendations for the future training of I-O psychologists. Finally, participants mentioned that it would be in their best interest if counselling is formally included in the scope of practice of the I-O psychologists.

OPSOMMING

Titel:

'n Kritiese hersiening van Bedryfsielkundiges as beraders

Sleutelbegrippe:

Bedryfsielkundige, berader, omvang van praktyk, vaardighede en bevoegdhede, kwalitatiewe navorsing

Bedryfsielkunde is bekend vir spesialisering in die studie van menslike gedrag in die werkomgewing (Van Vuuren, 2010). Dit is duidelik dat die bestaan van bedryfsielkundiges toegeskryf kan word aan die probleme wat individue ervaar in die werkplek. Veldsman (2001) voer aan dat dit noodsaaklik is om die toekoms van bedryfsielkunde te oorweeg en so ook die toekomstige posisie van die beroep. Daarom is daar klem gelê deur Barnard en Fourie (2007) dat die addisionele rolle en bydrae wat bedryfsielkundiges kan bied ontgin moet word. Moalusi (2001) het die behoefte geïdentifiseer dat bedryfsielkundiges hulself posisioneer in die toekoms deur te fokus op beduidende kwessies in die werksplek. Verder is dit nodig om te noem, dat nie alle kwessies wat die gedrag van mense by die werkplek beïnvloed daar ontstaan nie. Hierdie faktore staan bekend as familie verantwoordelikhede, kulturele verskille en traumatiese ervaringe en impliseer dat die bedryfsielkundige se rol nie slegs deur werksverwante kwessies en kantoor grense gedefinieer word nie (Landy & Conte, 2004; Van Vuuren, 2010). Volgens Strümpfer (2007) is dit die bedryfsielkundige wat belangstelling toon in die diepliggende probleme waarmee mense gekonfronteer word.

Die doelstelling van die studie was daarom om bedryfsielkundiges as beraders krities na te gaan en vas te stel of berading moet deel vorm van die bedryfsielkundige se omvang van praktyk. 'n Kwalitatiewe navorsingsontwerp is gebruik in die studie gevolg deur 'n fenomenologiese strategie. Gerieflikheid en sneeubalsteekproefneming was gebruik om (*n*=22) bedryfsielkundiges oor die Gauteng en Noord-Wes provinsies te identifiseer. Semi-gestruktureerde onderhoude was gevoer om deelnemers sewe onderhoudsvrae te vra wat later woordelik getranskribeer en geanaliseer is deur die gebruik van inhoudsanalise. Nege temas is onttrek vanuit die data: naamlik, betekenis van berading, beradingsituasies waarmee bedryfsielkundiges gekonfronteer word, beradingsvaardighede benodig deur

bedryfsielkundiges, karaktereienskappe vertoon deur bedryfsielkundiges gedurende berading, berader bevoegdhede wat vereis word deur bedryfsielkundiges. Nagraadse opleiding ontvang deur bedryfsielkundiges, addisionele opleiding ontvang deur bedryfsielkundiges, aanbevelings vir die toekomstige opleiding van bedryfsielkundige studente en laastens die insluiting van berading in die omvang van praktyk.

Vanuit die resultate is dit duidelik dat bedryfsielkundiges bekend is met die betekenis van berading en dat hulle gekonfronteer word met 'n diverse reeks berading situasies wat 'n unieke stel vaardighede en bevoegdhede benodig. Deelnemers het verskillende ervaringe en opinies gehad in verband met die opleiding wat hulle ontvang het ter voorbereiding van hul rol as berader. In verband met hulle opleiding het deelnemers aanbevelings gemaak vir toekomstige opleiding van bedryfsielkunde studente. Laastens het deelnemers genoem dat dit in hulle beste belang sal wees as berading deel vorm van die bedryfsielkundige se omvang van praktyk.

CHAPTER 1
INTRODUCTION

This study explores the role of the Industrial–organisational (I-O) psychologist as counsellor. Chapter 1 focuses on the problem statement and the research objectives of the study (including the general and specific objectives) followed by the research method. This chapter starts by providing the reader with an overview of the identity of the I-O psychologist and how the field of I-O psychology would benefit from including counselling in the scope of practice. A discussion of the research method follows, and an overview of the following respective chapters is provided. Key words utilised in this research include *Industrial-organisational (I-O) psychologist, counsellor, scope of practice, skills and competencies, qualitative research*.

1.1 Problem statement

Industrial and Organisational (I-O) psychology has undergone significant changes over the past century (Veldsman, 2001). Veldsman already predicted in 2001 that the impact and implications of these changes for I-O psychology will need to be assessed, with researchers thus needing to reflect upon the future of I-O psychology as both a discipline and a profession. Since its origin, I-O psychology has progressed to address the shifting needs of societies and organisations, with the aim of producing new knowledge and technology to deal with the demands of the global and national changing contexts (Schreuder & Coetzee, 2010).

The challenge has been recognised as repositioning I-O psychology to create a new future during turbulent times, placing an emphasis on the significant issues in the workplace (Moalusi, 2001). Veldsman (2001) reflected on the future of I-O psychology and stated that I-O psychology must reposition itself in the future with regard to the new playing field. Renecle (2001) questions the relevancy of I-O psychology pertaining to the rapid and fundamental changes that are occurring. Therefore, the necessity for additional endeavours to elucidate the roles and offerings of I-O psychologists in South Africa should be emphasised (Barnard & Fourie, 2007).

1.1.1 I-O psychologist as counsellor

In South Africa, psychologists who specialise in the psychology of work and human behaviour in organisations are referred to as I-O psychologists (Nelson, 2012). I-O psychology is the study of human behaviour in the workplace applying the knowledge of psychology to solve work-related problems (Van Vuuren, 2010). As a result of factors that influence workplace behaviour which does not always originate within the work setting, the domain of the I-O psychologist extends beyond the physical boundaries of the workplace (Landy & Conte, 2004; Van Vuuren, 2010). It is clear is that problems related to people in the workplace provide I-O psychology with the reason for its existence (Landy & Conte, 2004; Van Vuuren, 2010). Referring to organisations in South African, Moalusi (2001) stated that it is important to pay attention to the issues pertinent to the South African workplace. At the organisational level, I-O psychology is considered to be one of the most critical fields to human welfare, because humans spend most of their lives occupied with people-related activities (Landy & Conte, 2004; Van Vuuren, 2010) and the expenditure of doing business is people related.

Strümpfer (2007) states that I-O psychology is the application of general psychology in the workplace. According to Strümpfer (2007) I-O psychology is in fact a field of psychology and should be viewed as a specialised field within the larger field of psychology, which focuses on the workplace (Van Vuuren, 2010). Ryan (2003) is concerned with how the field fits into the broader field of psychology. Perloff (2005) stated that during the past 50 years, "I-O psychology has drifted from its roots in mainstream psychology to its current alliance with practical business aims" (p.95). Employees experience emotional and psychological problems for which they require counselling (Cristiani & Cristiani, 1979). If I-O psychologists should choose to move away from their roots in psychology they face the fear of becoming technicians, focusing on the traditional issues of human resource management (Perloff, 2005)

Strümpfer (2007) explains that I-O psychologists are involved in the entrenched problems influencing people's lives, suggesting that it is the responsibility of the I-O psychologist to embark upon resolving these problems. Therefore, Perloff (2005) considers I-O psychology to be facing a crossroad due to the investment in the dimensions of the individual, and alongside this is the pressure not to neglect these investments. I-O psychologists who really wish to influence the way in which organisations function are not content to be technicians

(Perloff, 2005). Barnard and Fourie (2007) investigated the role of the I-O psychologist and found the role of a counsellor to be evident in both current and future roles.

1.1.2 I-O psychology counselling interventions

Due to the fact that many factors exist that influence workplace behaviour that do not always originate within the work setting (for example, family responsibilities, cultural influences, and non-work-related events such as traumatic events), the domain of the I-O psychologist extends beyond the physical boundaries of the workplace (Landy & Conte, 2004; Van Vuuren, 2010).

I-O psychology does not focus on employees only, but also considers the context within which they work (Landy & Conte, 2004; Moalusi, 2001). I-O psychologists serve to facilitate responses to issues and problems at work by serving as advisors. This is accomplished through their roles as scientists who derive principles of individual, group and organisational behaviour through research and applying it to gain solutions to the problems at work (Landy & Conte, 2004). In essence, the functions of I-O psychologists is varied, and consist of conducting research aimed at obtaining comprehensive knowledge and understanding of the behaviour of humans relating to work, productivity and organisations (Cascio, 2001; Rothmann & Cilliers, 2007; Schreuder & Coetzee, 2010; Van Vuuren, 2010). Furthermore, applying the knowledge to improve the efficiency of individuals, groups and entire organisations, consequently improving the quality of both individuals and organisations, life and levels of psychological well-being of (Cascio, 2001; Rothmann & Cilliers, 2007; Schreuder & Coetzee, 2010; Van Vuuren, 2006).

The contribution which I-O psychology will make relates to the development and implementation of wellness strategies, including aspects such as health promotions, psychology development programmes and stress management. Future contribution will consist of the wellness of personnel and how to keep individuals proactively healthy in organisations (Barnard & Fourie, 2007). One of the respondents in the study commented that organisations need to employ more proactive strategies to keep individuals healthy, according to Barnard and Fourie (2007) this is especially true in the event of trauma as currently, companies typically manage trauma as it arises but without any proactive thinking. One way of accomplishing the afore-mentioned is through workplace counselling.

According to the HPCSA (Personal communication, 2011: p2) a qualified I-O psychologist should be able to "apply knowledge, theories and techniques of psychology to develop and implement interventions to enhance and/or promote individual, group or organisational well-being and optimal functioning". Furthermore the I-O psychologist should have the ability to identify, understand and promote various aspects of psychological well-being and resilience. The document further refers to the I-O psychologist's ability to identify factors working against such well-being and resilience, and to enhance the optimal functioning of individuals, groups, families and communities and to facilitate individual and group processes for effective organisational functioning. Perloff (2005) mentions that a high percentage of I-O psychology interventions include counselling and that it should be even more so in future

1.1.3 Counselling skills and competencies

In a study conducted by Carducci *et al.* in 1987 I-O psychologists already reported that clinical and counselling skills, including effective listening and interviewing skills, were top five on the list of skills that respondents viewed as most essential for their practice. The I-O psychologists' role will involve into counsellor and would entail that the necessary skills and knowledge be obtained regarding counselling. This would include skills such as empathy, communication and listening skills (Pienaar & Roodt, 2001). Graduates often lack the interpersonal skills and knowledge, as well as the intrapersonal awareness, to sufficiently fulfil a helping role in the workplace (Rothmann & Van Aardt, 2002).

Barnard and Fourie (2007) state that the current I-O psychology curriculum does not address the educational, training and developmental skills needed by the I-O psychologists. The changing nature of the I-O psychologist's role will challenge universities in terms of developing and equipping I-O psychologists (Schreuder, 2001). Appropriate knowledge, skills and competencies are required from I-O psychologists to act as change agents and counsellors (Barnard & Fourie, 2007).

Strümpfer (2007) believes I-O psychologists should have a training background in counselling. This change in direction is fundamental to the future direction of I-O psychology and will impact on how I-O psychologists are educated and trained (Perloff, 2005). Yet most I-O psychology postgraduate programs do not include a basic counselling component with a practical element which is designed to develop counselling skills (Carducci, *et al.*, 1987). Pienaar and Roodt (2001) also state that the role of the I-O psychologist is such that they

require training in therapeutic techniques and counselling in tertiary education. Moreover, all I-O psychologists need a thorough introduction to psychopathology (Strümpfer, 2007).

1.1.4 Scope of practice

I-O psychologists in South Africa belong to a registered body within the Health Professions Council of South Africa (HPCSA) in the Profession of Psychology. The Health Professions Act of 1974 regulates the actions that I-O psychologists are permitted to perform within the scope of the profession of psychology (South Africa Department of Health, 2011). According to the current Health Professions Act no 56 of 1974, the following acts fall within the scope of practice of I-O psychologists: planning, developing, and applying paradigms, theories, models, constructs, and principles of psychology in the workplace in order to understand, modify, and enhance individual, group, and organisational behaviour effectively; facilitating individual, and group processes for effective organisational functioning; designing, and implementing training programmes for effective organisational functioning; designing, and developing strategies in consumer behaviour; developing interventions to ameliorate poor performance in work settings; designing, and implementing programmes based on understanding ergonomics.

A suggested draft of the scope of practice which is currently in development, allows the I-O psychologist to "perform supportive psychological interventions and short-term therapeutic counselling interventions for the purposes of diagnosing and ameliorating organisational and work-related adjustment challenges and problems, and enhancing the personal functioning of individuals and groups in organisational or work-related contexts" (South Africa Department of Health, 2012, p.8). This inclusion allows for I-O psychologists to provide short term counselling to clients, which implicates that the I-O psychologists is in need of effective counselling skills.

With the afore-mentioned provided as background, this study aims to argue that counselling skills for an I-O psychologist can be viewed as imperative in order to enhance the well-being and resilience of employees in the workplace. It is clear that an I-O psychologist should have effective helping and counselling skills in order to successfully fulfil the role of a workplace counsellor. Furthermore, I-O psychologists should portray characteristics of intrapersonal awareness and should be able to assist clients from a theory-based approach. Currently no research is available in the field of Industrial Psychology in terms of exploring counselling or helping skills for I-O psychologists in South Africa. The aim of this study is therefore to

explore the workplace counselling situations an I-O psychologist is faced with. Furthermore, the study aims to explore whether the level of training provided to these practitioners was sufficient to prepare them for practice in the workplace, and to make recommendations concerning the best framework for training intern I-O psychologists in counselling and short-term therapy interventions in South Africa in future.

Based on the problem statement, the following research questions arise:
1. How is the I-O psychologist as a counsellor conceptualised in the literature?
2. What type of workplace counselling situations are practising I-O psychologists faced with?
3. What counselling skills and competencies are required, according to practising I-O psychologists?
4. Do practicing I-O psychologists perceive their training as having been sufficient for the workplace counselling they face?
5. What recommendations can be made for the future training of I-O psychologists regarding the development of their counselling skills?

1.2 Research objectives

The research objectives are divided into a general objective and specific objectives.

1.2.1 General objective
The general objective of this research is to critically review Industrial-Organisational Psychologist as counsellors.

1.2.2 Specific objectives
The specific objectives of this research are:
- To conceptualise the I-O Psychologist as counsellor as defined by the literature
- To determine what type of workplace counselling situations practising I-O psychologists, are faced with
- To determine what counselling skills and competencies are required by practising I-O psychologists

- To determine whether practicing I-O psychologists perceive their training as sufficient for the workplace counselling they face
- To make recommendations for the future training of I-O psychologists regarding counselling skills.

1.3   Research method

The research consisted of a literature review and an empirical study in the form of qualitative research.

1.3.1   Literature review

A complete review will be done regarding I-O psychology. Articles that are relevant to the study falls within the period of 1968 and 2012 was obtained by doing computer searches using keywords such as 'Industrial-organisational (I-O) psychologist', 'counsellor', 'skills', 'competencies', 'scope of practice' and 'qualitative research'.

The sources that will be consulted include:
- Databases such as Academic Search Premier; Business Source Premier; PsycArticles; PsycInfo; EbscoHost; Emerald; ProQuest; SACat; SAePublications; Science Direct; Google Scholar and Nexus.
- Academic Journals such as: South African Journal of Industrial Psychology; Journal of Counselling Psychology; Journal of Counselling and Development; Teaching of Psychology; The Personnel and Guidance Journal; Research and Practice; British Journal of Educational Psychology; The Psychologist-manager Journal; The Industrial-Organizational Psychologist; The Qualitative report and Journal of Counselling Psychology Monographs.

1.3.2   Empirical study

The empirical study consists of the research design, participants, data gathering and data analysis.

1.4 Research design

1.4.1 Research approach

A qualitative research design is used in the study. Struwig and Stead (2001) state that qualitative research is not quantifiable in numeric terms. Entrenched in qualitative research are the concepts of relationships and power between the researcher and participant, with the desirability to participate in a research study depends upon the willingness of the participants to share their experiences (Orb, Eisenhauer & Wynaden, 2000). Qualitative research involves understanding the research topic from the participant's perspective and therefore initiates the research in a relatively open and unstructured manner rather than relying solely on theory to provide the participant with a framework of the research (Struwig & Stead 2001). Qualitative researchers focus on exploring, examining, and describing people and their natural environments (Orb, Eisenhauer, & Wynaden, 2000). The relevance of counselling for I-O psychologists need to be understood from the perspective of the participant's point of view and therefore this approach is considered to be suitable for this study.

1.4.2 Research strategy

A qualitative approach with a phenomenology method is utilised during this study. The phenomenology approach is aimed at understanding and interpreting the meaning that participants attach to everyday life (De Vos, Strydom, Fouche & Delport, 2005). This method is well suited within this study due to the fact that in order to understand the issue at hand, the researcher should be able to enter the participant's life setting and understand the phenomenon through the eyes of the participant (De Vos *et al.*, 2005). The phenomenology method is applied by means of interviews with multiple participants who are involved in the phenomena (De Vos *et al.*, 2005).

1.4.3 Research setting

The study is conducted amongst I-O psychologists practising in different business sectors across the North West and Gauteng, provinces in South Africa. The setting for the data collection was at the workplace or office where the particular I-O psychologist is presiding. In doing so any inconvenience to the participant is avoided.

1.4.4 Entrée and establishing researcher roles

The researcher gains access to the group of participants by submitting a request to the HPCSA for the names of all registered I-O psychologists who live and practice in either the Gauteng or North West Provinces. When a potential participant displays a willingness to participate in the study, the researcher arranges an interview date, time and location with the participant. A document (Appendix A) explaining the nature and content of the study is sent in advance to participants. This document includes the title and objective of the study, the contact details of everyone involved in the study, the requirements to participate and the estimated duration of the interview. An informed consent document is also sent to the participant, who stated that participation in the study is voluntary in nature, and that participants are at liberty to withdraw from the study at any stage should they wish to do so. In addition, the document informs participants about the use of a voice recorder during the interview. As the study progressed, the researcher was also referred to other participants willing to participate in the study and in this manner the researcher was able to gain access to another pool of participants. All interviews were scheduled by the researcher.

1.4.5 Participants

Participants consist of practicing I-O psychologists from the Gauteng and North West provinces (n= 22). The population consists of I-O psychologists who obtained at least a Master's degree in I-O psychology. In order to take part in the study all participants have to be fluent in English. The sample size is determined by the number of participants accessible and willing to participate, and interviews are conducted until data saturation was reached.

1.4.6 Sampling

Both convenience and snowball sampling is utilised during the study. Convenience sampling is applied by requesting the list of registered I-O psychologists from the HPCSA. According to Salkind (2009) convenience sampling is convenient and inexpensive in nature. Maree (2007) states that this sampling method is applied in exploratory research where the research is aimed at obtaining an inexpensive approximation of the truth. Practicing I-O psychologists in the North West and Gauteng, provinces are included due to the accessibility of the provinces. Snowball sampling is used as a result where the researcher is referred to other willing participants who could be contacted to take part in the study. As stated by De Vos, Strydom, Fouche and Delport (2005) utilising snowball sampling is effective in the case of qualitative research with the aim of identifying similar persons to make up the sample.

The criteria for inclusion in this research are that practicing I-O psychologists have to be registered with the HPCSA in order to take part in the study. The Oxford dictionary (2010) defines practicing as a "repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in it" (para 3). In contrast, being out of practice refers to an individual "not currently proficient in a particular activity or skill through not having exercised or performed it for some time" (para 5). In addition participants have to be fluent in the English language.

1.4.7 Data collection methods

Semi-structured interviews are applied as means of data collection. According to Turner (2010) "interviews provide in-depth information pertaining to participants' experiences and viewpoints of a particular topic" (p.754). The use of open-ended questions allows the participant the opportunity to elaborate when responding to the questions (Salkind, 2009). Utilising semi-structured interviews in this regard will be compatible with the research study as it will allow the discussion of counselling skills beyond the boundaries of the questions (Struwig & Stead, 2001). In order to insure that the correct information is obtained from the interview questions and participants understand the seven questions, a pilot study is conducted with three participants.

The interviews are conducted at the workplace or office of the participants. In order to insure consistency the researcher makes use of an interview guide (Appendix B). Information referred to in the interview guide relates to thanking the participant once again for his/her willingness, the time duration of the interview, confidentiality, the voluntary nature of the study, and the use of the voice recorder. The following 7 interview questions form part of the interview guide:

1. In your own words what do you regard as counselling?
2. What type of workplace counselling situations are you faced with?
3. What kind of counselling skills are you required to possess?
4. What type of counselling training did you receive during your masters training?
5. Did you receive any additional training?
6. Can you make any recommendations relating to the development of the skills required by the I-O psychologist as counsellor?

7. In your opinion do you believe that counselling should form part of the new scope for I-O psychology?

Each of the participants is requested to complete a biographical questionnaire to obtain the age, gender, race, work experience and years of work experience of the participants.

1.4.8 Recording of data

Before conducting the interviews, the researcher explains the use of the voice recorder which result in putting the participants at ease. Permission is then obtained from the participants to make use of a voice recorder. Participants are requested to speak loud and clear enough for the voice recorder to record the conversation. After interviews take place the data is transcribed into an excel sheet, then interviews are compared to the voice recordings to ensure that no data had been overlooked. To ensure that the data is stored safely and confidentially, voice recordings are kept safe in storage inaccessible to others, and backup copies made of all electronic files.

1.4.9 Data analysis

After the data is collected, the data is transcribed verbatim. The resultant document is analysed using content analysis. According to Maree (2007), content analysis refers to the process of examining data from multiple angles while aiming to identify key findings that will result in the understanding and interpretation of the raw data. The first step in the analysis is to read through the information thoroughly. This helps the researcher to obtain a general sense of the information, after which the data is cleaned. Cleaning the data pertains to deleting all unnecessary, uncertain and ambiguous statements (Taylor-Powell & Renner, 2003). Themes and sub-themes are then extracted by means of coding. Coding refers to separating the data into significant analytical units and coding them. In utilising a co-coder, the codes are re-examined and agreed upon. Cluster analyses are then used to group together all the similar statements that form a category, where after themes and subthemes are extracted (Taylor-Powell & Renner, 2003).

1.4.10 Strategies employed to ensure quality data

Before embarking on attempting the research for the study, a pilot study is conducted with three participants. According to De Vos, Strydom, Fouche and Delport (2005) a pilot study is standard practice in research, and it enables the researcher to explore the research questions

and the constructs under investigation on a smaller scale, and thus serves as a 'practice run', as it may alert the researcher to the limitations of the study and in doing so provide them with a platform to consider them and address them. Turner (2010) points out that the preparation of the interview schedule can either make or break the process and is considered to be most helpful in the interview process. Therefore adequate preparation is made by the researcher attending a qualitative research course. When conducting the interviews, it is vital that the tape recorder is checked on a regularly basis in order to verify that the tape recorder is still working, and for the researcher to be careful to pose only one question at a time (McNamara, 2009). McNamara (2009) also suggests that the researcher should provide the participants with a transition between topics and that the researcher should remain in control of the interview. This is applicable in situations where participants stray from the topic or take too long to answer or when time runs out. In order to ensure the quality of data when analysing it, a co-coder is used.

1.4.11 Reporting

From the transcribed interviews themes and subthemes are to be extracted. These themes and subthemes would be reported non-verbatim. In order to assist the reader, minor modifications involving the exclusion of words are made to some of the interview extracts without affecting meaning (De Vos *et al.*, 2005). In order to accommodate the reader, Afrikaans quotations are translated to English to insure uniformity.

1.5 Ethical considerations

Ethical considerations form an essential basis for research. Qualitative studies are frequently conducted in settings that involve the participation of people in their everyday environments. Therefore, any research that includes people requires an awareness of the ethical issues that may be derived from such interactions (Orb, Eisenhauer & Wynaden, 2000). An important ethical consideration, according to Lichtman (2009), is that the researcher bears a responsibility not to intrude on the time, space, and personal lives of participants. Another consideration involves data interpretation, as it is expected that a researcher will analyse data in a manner that avoids misstatements, misinterpretations, or fraudulent analysis. The principle of justice is considered, which refers to the avoidance of exploitation and abuse of participants. This is demonstrated by recognising the vulnerability of the participants and their contributions to the study (Orb, Eisenhauer & Wynaden, 2000). Other important ethical issues that are taken into account are those of informed consent, anonymity, confidentiality, the avoidance of harm, and ensuring that research is conducted with responsibly and competently (De Vos *et al.*, 2005). Specific consent relating to the use of a tape-recorder is included in the informed consent form that is signed prior to each interview. Permission is thus obtained prior to conducting the research. The research proposal is submitted for approval to the North West University's research board.

1.6 Chapter overview

In Chapter 2, the findings of this research study are discussed in the form of a research article. Chapter 3 provides an overview of the discussion, limitations, and recommendations of this study.

1.7 Chapter summary

This chapter provided a discussion of the problem statement and research objectives. Furthermore, the research method was explained, followed by a brief overview of the chapters that will follow.

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CHAPTER 2
RESEARCH ARTICLE

A critical review of industrial-organisational psychologists as counsellors

ABSTRACT

Orientation: The draft scope of practice allows for the I-O psychologist to provide short-term therapeutic counselling interventions. It therefor seems important to ensure that I-O psychologists are trained adequately in counselling skills to become effective workplace counsellor.

Research purpose: The general aim of this study was to review the role of I-O psychologists as counsellors.

Motivation for the study: This study was motivated by the fact that I-O psychologists are in fact psychologists and should be able to provide an authentic counselling service.

Research design, approach and method: A qualitative research design with a combination of convenience and snowball sampling of 22 participants was utilised. Participants consisted of practicing I-O psychologists from different business sectors across the Gauteng and North West provinces. Data gathering took place in the form of semi-structured in-depth interviews, which were later transcribed verbatim and analysed using content analysis.

Main Findings: From the results it was apparent that participants were familiar with the meaning of counselling and that they are faced with a diverse range of counselling situations requiring a unique set of skills and competencies. Participants had divergent experience and opinions with regard to the training they had received in preparation of their role as counsellor. In some insistences negative perceptions surrounding training were identified. Based on these findings, participants made recommendations for the future training of I-O psychologists. Finally, participants mentioned that it would be in their best interest if counselling is included in the scope of practice of the I-O psychologists.

Practical implications: The role of the I-O psychologist is of such a nature that they require training in therapeutic techniques and counselling in tertiary education.

Contribution/value add: On individual level the study contribute to clarifying the role of the I-O psychologist as counsellor and also contribute to knowledge regarding the skills, competencies and knowledge required by I-O psychologist to be applied in practice. This will ensure that the I-O psychologist can be better equipped for the workplace to address the needs of the employee in the workplace in South Africa.

INTRODUCTION

The field of I-O psychology has been in existence for more than 100 years (Schreuder, 2001). Veldsman (2001) notes that the field now requires an evaluation relating to the extent to which the discipline has succeeded in complying to industries' and organisations' expectations in terms of effectively, anticipating, minimising and responding to problems which occurred during the past century (Van Vuuren, 2006). I-O psychology has evolved over time, assuming a multidisciplinary character consisting of a number of subfields (Van Vuuren, 2006). As a result, a large degree of confusion and overlap has developed over time in South Africa relating to the nature and scope of I-O psychology (Barnard & Fourie, 2007). Barnard and Fourie (2007) states that the need therefor has arisen for the I-O psychologist to clarify the role and contributions of the field of I-O psychology (Barnard & Fourie, 2007).

Moving from the past to the future, Veldsman (2001) reflects that the current context and emerging dynamics within the field will require the I-O psychologist to make a shift and clarify their role. I-O psychology was traditionally, and remains to be, profoundly influenced by Clinical, Counselling, Educational, and Cognitive Psychology. This has contributed to some extent to the current identity crisis experienced by the I-O psychologist (Watkins, 2001). Strümpfer (2007) notes that the gap existing between psychology and I-O psychology should be reversed, observing that I-O psychology is in effect an extension of psychology, or a sub-profession of psychology (Van Vuuren, 2010). Rothmann and Cilliers (2007) reached the conclusion that there is only one Psychology with different fields of application.

The field of I-O psychology should redesign its sense of professional identity, standardise its training, and best prepare graduates for the world of work. I-O psychologists should be able to fully understand and communicate their professional identity, shared characteristics, scope of practice, and training priorities within the boundaries of general psychology and move towards role clarity (Rothmann & Cilliers, 2007). The field of I-O psychology requires a significant and radical change and may in fact possibly necessitate that I-O psychology be renamed to better reflect the multifaceted roles of the I-O psychologist (Ryan, 2003; Veldsman, 2001).

A literature review follows where previous studies relating to the I-O profession are reviewed. The I-O psychologists' role as counsellor, the skills needed for this role and the relevant training proposed by the literature are presented. Thereafter the methodology that was followed in the study is provided.

The Industrial-Organisational psychology profession

Barnard and Fourie (2007) write that the I-O psychologist originated when psychologists in the United States of America used the principles of psychology to identify, address and solve work-related problems. The field then evolved to take emerging trends and problems relating to human behaviour in the workplace into account, which in turn resulted in studies pertaining to scientific phenomena (Van Vuuren, 2010). The studies gave life to new areas of interest, new theories and new methodologies that culminated to bring about the field of I-O psychology (Van Vuuren, 2010).

I-O psychologists in South-Africa register with a licensing body- the Professional Board for Psychology, under the auspices of the Health Professions Council of South-Africa (HPCSA). Rothmann and Cilliers (2007) list the following as the four broad tasks of I-O psychologists (1) explaining and optimising individual, group and organisational behaviour (2) measuring behaviour and prediction of potential (3) contributions to organisational development and translating I-O research findings, empowering potential users. The practical contributions of the I-O psychologist relates to, training and development, change management, psychometric testing, labour relations, organisational development, selection and placement, human resource management and counselling (Pienaar & Roodt, 2001). Moreover, the discipline of I-O psychology has expanded from initially being problem focused to taking on a broader domain of interest that comprises of the following subfields: Personnel Psychology, Organisational Psychology, Career Psychology, and Psychometrics (Barnard & Fourie, 2007; Schreuder, 2001; Van Vuuren, 2006; 2010).

Personnel psychology is considered to be one of the oldest fields in I-O psychology (Muchinsky, Kriek & Schreuder, 2005). It includes activities such as the attraction, selection and retention of talent, employee development, job analysis, employee remuneration and rewards (Schreuder & Coetzee, 2010; Van Vuuren, 2010). Organisational psychology is concerned with how an employee's behaviours and attitudes are affected by organisations (Nelson, 2012). Some of the areas of interest in organisational psychology thus pertain to

work motivation, team work, organisational change or development, leadership, and communication (Nelson, 2012, Van Vuuren, 2010). Career psychology is another subfield of I-O psychology (Schreuder & Coetzee, 2010) which relates to: meaning of work, work life quality, career counselling, work stress, work life balance and organisational mental health issues (Van Vuuren, 2010). Psychometrics involves the psychological assessment of individuals through the development and utilisation of assessment instruments in order to measure, interpret, predict, and communicate characteristics that distinguishes individuals for work-related purposes (Schreuder & Coetzee, 2010).

I-O psychology is therefore defined as the scientific study of humans within their work environment, which includes the application of psychological principles to the work environment (Landy & Conte, 2004; Rothmann & Cilliers, 2007; Schreuder, 2001; Van Vuuren, 2010). Conclusively I-O psychology is a specialised field within the discipline of psychology (Van Vuuren, 2006, 2010).

Schreuder and Coetzee (2010) state that the I-O psychologist has the objectives to firstly conduct research in an attempt to increase knowledge and the understanding of human work behaviour; and secondly, to apply that knowledge to improve work behaviour, the work environment and the psychological conditions of workers. Research dating back to 1982 with respect to applied I-O psychology indicates the value of the I-O psychology field in dealing with human behaviour in the professional and business world (Raubenheimer, 1982).

The employment of I-O psychologists can be categorised in three groups; (1) those employed by institutions of higher learning in academic positions, (2) those employed by larger organisations as human resource managers or as internal consultants advising on human behaviour related to the work place, and (3) those who serve as external consultants, who sell their services to organisation (Schreuder, 2001; Van Vuuren, 2010). The I-O psychologist therefore may act as either an internal or external consultant for management, taking on the tasks of diagnosing and intervening (Schreuder, 2001). In this context it can be derived that the clients of the I-O psychologist include both the employers and the employees of an organisation (Rothmann & Cilliers, 2007). Firstly assisting organisations to achieve their economic goal and secondly looking at employee wellness and assisting employees with coping mechanisms (Van Vuuren, 2010).

The Industrial-Organisational psychologist as counsellor

What is starting to become clear is that the one specific role that the I-O psychologist should fully develop is that of being a counsellor. Cristiani and Cristiani (1979) noted that the need for counsellors in the business industry has been evident since 1979. Offering counselling services may begin to change the way in which managers and other staff members think about emotional difficulties and personal problems, which in turn changes the discourse of the workplace (McLeod & Henderson, 2003) since I-O psychologists are involved in the deep rooted problems that influence people's lives. Strümpfer (2007) goes further by stating that the responsibility lies with the I-O psychologist to attempt to resolve these problems. It is therefore said that the role of the I-O psychologist as counsellor are evident (Barnard & Fourie, 2007).

Another important aspect of the I-O psychologists' role as counsellor is their concern regarding the effectiveness of the organisation as a whole including the wellness of individuals (Rothmann & Cilliers, 2007; Schreuder, 2001). The I-O psychologists' boundaries do not end at the organisation but are affected by external forces such as Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) and traumatic incidents (Van Vuuren, 2010). In relation many employers run wellness and EAP programs to improve workplace behaviour such as productivity and performance (Colling, 2012). It was revealed in a study done by Barnard and Fourie (2007) that organisations are in need of more proactive strategies to insure that individuals are healthy, this also relates to assisting individuals in the event of trauma. One way of accomplishing the above mentioned is through workplace counselling.

Counselling skills

Practitioners in the helping profession can expect to deal with problems in the workplace that relate to trauma and HIV/Aids (Rothmann & Van Aardt, 2002). Therefore Pienaar and Roodt emphasised in 2001 that the I-O psychologist's role will evolve into that of a counsellor and that I-O psychologists should be equipped with skills pertaining to knowledge of empathy, communication and listening skills. Research done in 1987 revealed that clinical and counselling skills, including effective listening and interviewing skills, were top on the list of skills viewed as most essential for I-O psychologists (Carducci *et al.*, 1987).

According to Ivey (1988) there is a relationship between interpersonal skills and knowledge regarding empathy, respect, sincerity and concreteness and interpersonal skills. Ivey (1993) furthermore refer to basic skills used in counselling such as reflecting and paraphrasing. Kuntze, van der Molen and Born (2009) states that reflection is known as the mirroring of feelings and is regarded as a basic communication skills. Probing also plays a vital part in counselling and serves as less intrusive than questioning (Culley and Bond, 2004). Another skill used by counsellors relates to referral. McLeod (2007) notes that referral forms part of building counselling relationships and networks that can be used.

Nelson-Jones (2012) noted that counsellors often make use of a counselling model or process as it serves as a structured framework that can be applied at different stages. The helping model developed by Carkhuff (2000) can be utilised effectively in a workplace situation and can also be utilised to train undergraduates interested in the helping profession. This helping model consisting of different phases requires the use of certain counselling skills. The first phase relates to attending where the counsellor personally attends to the client through the observation of appearance and behaviour. During the first phase of helping the following skills are used: effective listening, suspending judgment and recollection of themes. In the second phase the counsellor effectively responds to the client by recalling facts and paraphrases. The helper can also respond to feelings by displaying empathy. The third phase refers to personalisation, meaning that clients are made aware of common themes and the implications of these themes are considered. The last phase is associated with defining goals. This relates to the helper assisting the client with a developmental program.

What is clear is that problems related to people in the workplace provide industrial psychology with the reason for its existence (Landy & Conte, 2004; Van Vuuren, 2010). Yet most graduate programmes in the behavioural sciences do not include basic counselling courses with practical work required to develop counselling skills (Carducci, *et al.*, 1987). Pienaar and Roodt (2001) also state that the role of the industrial psychologist requires training in therapeutic techniques and counselling in tertiary education.

Counselling training

Barnard and Fourie (2007) questions whether the curriculum of the I-O psychology training courses fully address all of the educational, training, developmental and skills needs of I-O psychologists. The I-O psychologist are challenged to take on the role of a specialist in

comparison to a maintenance role that was occupied in the past, this leaves universities with challenges and opportunities in terms of the development and equipping I-O psychologists (Schreuder, 2001). Schreuder (2001) further states that I-O psychologists will have to adopt other roles and master the appropriate skills which implies that the I-O psychologist requires continuous training to stay abreast of all the relevant application in theory as well as in practice (Rothmann & Cilliers, 2007).

Strümpfer (2007) emphasises that I-O psychologists should have a training background in counselling. Therefore I-O psychologists require appropriate knowledge, skills and competencies to act as change agents and counsellors (Barnard & Fourie, 2007). In the corridors of the academia it is argued that students of I-O psychology should be exposed to a wider variety of psychology theories (Watkins, 2001). Schreuder (2001) states that it is critical that universities should revise their training models of I-O psychology with the view to better equipping I-O psychologists, which would require that training relies more heavily on psychology. Schreuder (2001) also made an appeal to departments of I-O psychology to commit to the training of I-O psychologist students to equip them with the necessary and required skills.

When studying counselling skills for I-O psychologists in South Africa, it is important to consider what skills are necessary to include in a training programme. Egan (2009) suggested that a professional curriculum aimed at training helpers should include both knowledge and skills. Egan (2009) further states that a professional helping curriculum "enable helpers to understand and work with their clients as effectively as possible in the service of a problem management and opportunity development" (p.27). Rothmann and Sieberhagen (1997) recommended that graduate students in behavioural sciences should at the very least acquire facilitation skills training.

Studies dating back to 1998 indicate that personnel counselling are core activities of I-O psychologists (Kirby & Hartstone, 1998). A similar study also shows that career counselling from a key component of Australian post graduate practical training activities (Carless, *et al*., 2003). Yet, while investigating I-O psychology training programs at Australian and New Zealand universities Carless and Taylor (2006) found that soft skills such as interpersonal and counselling skills training tend to be either non-compulsory components of the course or were not even offered by those institutions. This may indicate why students are not well

equipped for counselling and may often lack the necessary skills when it comes to applying helping skills effectively (Rothmann & Van Aardt, 2002).

Rothmann and Van Aardt (2002) advised that this training should be preparation for the facilitating role that the graduate student in the behavioural sciences plays in the workplace. These students are often expected to facilitate processes during organisational development, cross-cultural communication, affirmative action and community development in the workplaces in which they are employed and yet they often lack the necessary intrapersonal knowledge, characteristics and skills to do so (Rothmann & Van Aardt, 2002).

Counselling skills training methods

More recent literature indicates that a training curriculum for counselling skills should include relationship building, knowledge of human development, application of psychological theories, and assessment (Young, 2009). In addition Young argues that the afore-mentioned is a fundamental part of the development of an effective and competent professional counsellor. Literature further indicate that a training programme aimed at developing intra- and interpersonal awareness and skills for helpers should include knowledge on the core dimensions of sensitive-relating as congregate by combining the Helping model (Carkhuff, 2000) and the Micro Skills Model (Ivey, 1988) and knowledge regarding individuals and groups (Cilliers, 2000; Rothmann & Van Aardt, 2002). Furthermore, the training should include gaining knowledge relating to the nature of groups, group behaviour models, group processes and micro counselling skills (Cilliers, 2000; Rothmann, 1996; Rothmann & Van Aardt, 2002).

The purpose of the micro counselling skills training is to equip participants with interpersonal skills by means of instruction, behavioural exercises, observation and videos (Rothmann & Van Aardt, 2002). Ivey's micro skills include attending, questioning, confronting, focusing and reflecting meaning (Australian Institute of Professional Counsellors, 2012). Micro counselling skills can be viewed as a systematic training program based on principles of the social learning theory (Daniel, 1994). Trainees first learn the basic micro skills of communication by means of video feedback, role-play, modelling and supportive supervision (Daniels, 1994). Ivey has divided the complex skill of performing a professional counselling interview into small meaningful counselling communication skills which fit within a helping

model such as originally developed by Egan (1975). The micro counselling method of Ivey proves to be effective in training counselling skills (Kuntze, van der Molen & Born, 2009).

An effective training programme in counselling skills should be able to ensure that knowledge and skills are thoroughly transferred to the student in order for his/her behaviour to change. Research indicates that the methodology of an effective helping skills training programme should include the self-read-and-do method, lectures, behaviour modification and role-play (Rothmann, 1996; Rothmann & van Aardt, 2002). Furthermore, a theory-based approach seems most efficient and includes presentations, discussions, encounter groups and an individual growth-stimulating interview (Rothmann & Van Aardt, 2002).

Scope of practice

Professional associations and regulatory bodies such as SIOPSA (Society of Industrial Organisational Psychology of South Africa) are in the process of circumscribing the scope of practice of I-O psychology in South Africa (Van Vuuren, 2010). This proposed new scope of practice suggests the I-O psychologist "perform supportive psychological interventions and short-term therapeutic counselling interventions (South Africa Department of Health, 2012, p.8). The inclusion of counselling in the scope of practice confirms the statement by Strümpfer (2007) that I-O psychology is indeed general psychology applied in the workplace.

Conclusively, the I-O psychologist as counsellor can make use of counselling skills and competencies to assist employees, which in turn also benefits organisations. One question that remains is whether the I-O psychologist currently has the necessary skills, competencies and training to fulfil this act? Resulting from the aforementioned discussion, the following objectives are investigated in this study:

Research objectives

The general objective of this research is to critically review I-O Psychologists as counsellors.

Specific objectives
The specific objectives of this research are:
- To conceptualise the I-O psychologist as counsellor as defined by the literature

- To determine what type of workplace counselling situations practising I-O psychologists, are faced with
- To determine what counselling skills and competencies are required by practising I-O psychologists
- To determine whether practicing I-O psychologists perceive their training as sufficient for the workplace counselling they face
- To make recommendations for the future training of I-O psychologists regarding counselling skills.

RESEARCH DESIGN

Research approach

The research was qualitative in nature. During the study it was important to gain insight with regards to the relevance of counselling for I-O psychologist, and as a result qualitative research was considered to be the most suitable approach for this project due to the fact that counselling by the I-O psychologists had to be understood from the participant's points of view. The focus of qualitative research is on exploration, examination, and description of individuals within their natural environments (Orb, Eisenhauer, & Wynaden, 2000). The qualitative nature of this study will thus involve understanding the research topic from the participant's perspectives, and therefore the research was initiated in an open and unstructured manner, without placing an emphasis on theory (Struwig & Stead, 2001).

Research Strategy

During this study, a qualitative approach with a phenomenology method was utilised. This method is applied through interviews being conducted with multiple identified participants who are involved in the phenomena (De Vos *et al.*, 2005). The aim of the phenomenology approach is to understand and interpret the meanings that participants attach to everyday life (De Vos *et al.*, 2005). This method was well suited for this particular study as in order for the researcher to understand the issue at hand, they should be able to enter the participant's life setting and the phenomenon must be viewed and understood through the eyes of the participants (De Vos *et al.*, 2005).

Research method

Research setting

Research was conducted amongst I-O psychologists practising across different sectors in the North West and Gauteng province in South Africa. Interviews took place at the workplace or office where the particular I-O psychologist is based. This was done in order to ensure convenience for the participants in question. Interviews were conducted in a private and quiet setting, and the participants were asked to limit the use of their cell phones (with phone calls being restricted to emergencies). Before commencing with the interview, the context for the interview was clearly explained and permission was obtained to voice record the interview. Participants were provided the opportunity to ask any clarifying questions before initiating the interview. It was important to create a calm and comfortable environment before the interview commenced, which was achieved by building rapport with the participants beforehand.

Entrée and establishing researcher roles

Access to the group of participants was obtained by requesting a list containing the names of all registered I-O psychologist from the HPCSA. From the list, practising I-O psychologists were contacted, and the nature and content of the study was explained to them. In cases where participants displayed an interest in participating in the study, the researcher supplied the participants with an information page containing all the necessary information regarding the study (Appendix A). This information included the title of the study, the contact details of the researchers involved in the study, the requirements for participation, the purpose of the study, and the estimated duration of the interview. An informed consent page was also emailed to participants, stating that the study was voluntary and that participants were free to withdraw from the research at any stage should they wish to do so. In addition, participants were made aware that a voice recorder would be utilised during the interview, and consent for this was obtained from all participants. Participants were also informed that feedback with regards to the findings of the study will be made available in the event that a participant requested feedback.

Sampling

The study was conducted by utilising a combination of convenience and snowball sampling. Before the study commenced, convenience sampling was utilised as the researcher requested a list of all registered I-O psychologists from the HPCSA. Salkind (2009) stated that

convenience sampling is convenient and inexpensive. It was for these reasons that this sampling method was used to obtain a sample of practicing I-O psychologists in the North West and Gauteng, as the researcher had easy access to these provinces. According to Maree (2007), convenience sampling is applied in exploratory research with the aim of obtaining an inexpensive approximation of the truth. Snowball sampling took place as the study progressed, with the researcher being referred to other I-O psychologists willing to participate in the research as the study, which allowed the researcher to obtain access to a larger sample. De Vos, Strydom, Fouche and Delport (2005) state that making use of snowball sampling is an effective method for identifying more related individuals to participate in the study.

The inclusion criteria for the study were that practicing I-O psychologists must be registered with the HPCSA in order to be contacted for an interview. According to the Oxford University Press Online Dictionary, 'practicing' is defined as a "repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in it", as opposed to being out of practice, which is defined as "not currently proficient in a particular activity or skill through not having exercised or performed it for some time". Finally, participants had to be fluent in English. The sample size was determined by the number of participants accessible and willing to participate in the study, and interviews were conducted until data saturation was attained. **Table 1 provides an overview of the participants.**

Table 1 –

Characteristics of the participants (n=22)

Item	Category	Frequency	Percentage
Gender	Female	15	68%
	Male	7	32%
Age	20-25 years	1	5%
	26-30 years	8	36%
	31-35 years	4	18%
	36-40 years	3	14%
	41-50 years	4	18%
	50-65 years	2	9%
Language	Afrikaans	17	77%
	English	1	5%
	German	1	5%
	Setswana	2	9%
	Zulu	1	5%
Race	Black	4	18%
	White	18	82%
Highest qualification	M.A	3	14%
	M.Com	15	68%
	M.Sc.	1	5%
	Ph.D.	3	14%
Year obtained	1980 - 2000	3	14%
	2001-2005	9	41%
	2006-2010	5	23%
	2011-2013	5	23%
Province	Gauteng	9	41%
	North West	13	59%

According to Table 1 the sample comprised of 22 practicing I-O psychologists. From the 22 participants, most of the participants were female (68%). The majority (26%) of the participants fell in the age category of 26-30 years, while only one participant fell in the 20-25 year category. Participants were mostly white (82%) and Afrikaans speaking (77%). With regards to the highest qualification, participants mostly obtained an M.Com in Industrial Psychology, while only one participant obtained a M.Sc. degree in Industrial Psychology. Most (41%) participants had obtained their degree between 2001 and 2006. Participants interviewed during the study primarily (59%) resided in the North West province while 41% of the participants came from Gauteng province.

Data collection methods

Semi-structured interviews were used to collect data. The use of semi-structured interviews in this regard will be compatible with aim of the research study, as it allows the discussion of counselling to go beyond the boundaries of the interview questions (Struwig & Stead, 2001). Turner (2010) explains that the purpose of interviews is to provide the researcher with comprehensive information pertaining to the experience and viewpoints of participants regarding a particular topic. Through the utilisation of an interview schedule consisting of open-ended questions, the participants are allowed to elaborate in their response to questions posed by the researcher (Salkind, 2009). A pilot study was conducted with three participants in order to ensure that questions were correctly understood by participants. Participants were also requested to complete a biographical questionnaire.

Data was gathered by means of one-on-one interviews conducted at each participant's place of business at a pre-determined and confirmed time and date that was convenient for them. In order to insure consistency, the researcher made use of an interview guide that was drafted (Appendix B). Information referred to in the interview guide included thanking the participant once again for his/her willingness to participate, the estimated duration of the interview, the assurance of confidentiality, an explanation of the voluntary nature of the study, and finally an explanation of the use of the voice recorder. All participants were asked the following seven questions:

- In your own words what do you regard as counselling?
- What type of workplace counselling situations are you faced with?
- What kind of counselling skills and competencies are you required to possess?
- What type of counselling training did you receive during your masters training?
- Did you receive any additional training?
- Can you make any recommendations relating to the development of the skills required by the I-O psychologist as counsellor?
- In your opinion, do you believe that counselling should form part of the new scope of practice for I-O psychology?

Recording of data

Permission was obtained to use the voice recorder by explaining its purpose before conducting the interviews. For the purposes of voice recording the sessions it was requested

before the interview commenced that the participants speak loud and articulate their words clearly in order to ensure that their responses are recorded fully. During each interview, the researcher ensured that the voice recorder was still in a working order. Interviews were later transcribed into an Excel spreadsheet after all the interviews had been conducted. Once this process had been complete, the transcripts of the interviews were compared to the original voice recordings in order to insure that no information was overlooked. Data was stored safely and confidentially, voice recordings were kept safe in storage inaccessible to others, and backup copies were made of all electronic files in order to insure. Participants also completed a biographical information sheet containing information such as age and gender.

Data analysis

Once the interviews were transcribed into an Excel spreadsheet, the data was analysed be means of content analysis. As stated by Maree (2008), content analysis consists of a process where data is examined from multiple angles with the aim of identifying key findings that allows the researcher to gain a better understanding and interpretation of the raw data. During the analysis, it is important to read through the transcribed information comprehensively, in order to achieve a general sense of the data. The data was then 'cleaned'. A process where all unnecessary, uncertain, or ambiguous statements are deleted (Taylor-Powell & Renner, 2003). According to Neumann (1997) data should be analysed during a qualitative study by organising the data into categories on the basis of themes, concepts, and similar features. A process follows where the researcher develops new concepts, formulates conceptual definitions and examines the relationships among concepts. This process further involves coding and analysing the data by the use of content analysis. Struwig and Stead (2001) defined content analysis as the systematic analysis of text in order to determine patterns in the text. According to Kerlinger (1986), content analysis consists of the following steps:

- First a collective understanding of the context must be obtained by defining and categorising all the responses of the participants.
- The responses are then divided into sub-units i.e. words and themes. A continued analysis of the information is carried out until repeated themes are identified. The main themes that are identified are further explored.
- Data is cleaned from redundant information to establish the meaning of sub-units by linking it to the whole picture.

Strategies employed to ensure quality data

In order to insure that relevant information would be obtained from the interview schedule, a pilot study was conducted with three participants. De Vos, Strydom, Fouche and Delport (2005) state that a pilot study is standard practice in research and that it allows researching the main investigation on a smaller scale and almost serves as a practice run during which the researcher can become aware of possible difficulties. Due to the fact that preparation plays a vital part in the interview process (Turner, 2010) adequate preparation was made by attending a qualitative research training course. During the interview process the researcher, considered the following principles as stated by McNamara (2009):

- Verifying that the recorder was on during the interviews
- Asking participants one question at a time
- During the interview, participants were provided with a transition between topics
- The researcher was required to keep the interview on track in case participants strayed from the topic
- A co-coder was used, in order to ensure quality of the data during analysis

Reporting

In the findings below, the different categories along with the themes and subthemes that emerged from the data will be described individually. In order to assist the reader, minor modifications involving the exclusion of words without affecting meaning were done (De Vos *et al.*, 2005). Afrikaans extracts were also translated to accommodate different language groups.

Next the findings of the study will be reported on, followed by a discussion of the results, lastly, limitations are identified and recommendations made.

FINDINGS

The results of the study are arranged into various categories, themes, and subthemes, along with quotations supporting the findings. Each category, together with the applicable themes and subthemes, will be explained below. It should be noted that the quotations provided by Afrikaans-speaking participants was translated into English to achieve a central point of communication i.e. to accommodate all language groups. The frequencies of each theme are provided in brackets. It is important to note, the different frequencies refer to the amount of

times the particular theme was mentioned; and not the number of participants who mentioned the theme.

Category 1: Meaning of counselling

The findings of Category 1 were obtained by posing the question of what the participant regard as counselling. Participants were asked to try not to recite a known definition of counselling, but to rather help the researcher gain awareness of the participants' understanding of counselling. The data showed that the meaning of counselling can be clustered into four themes, namely facilitation, helping, intervention, and addressing an event. Helping was seen as the most-shared theme occurring 28 times and short term intervention the least mentioned, occurring only 4 times. Table 2 collectively gives an indication of the participants' meaning of counselling as extracted from the data analyses. The most descriptive response by participants was provided in order to substantiate the particular findings in this category.

Table 2 –

Meaning of Counselling

Theme	Sub-theme	Response
Facilitation (22)	Achieving self-insight	*"...you really only facilitate the process to lead them to the answer that they sometimes already have…"*
	Enrichment	*"...but an enhancement of a person; they might feel they would like to have a little bit of enhancement or enrichment in their lives, and that serves as counselling for me."*
	Guidance	*"...then counselling is there to provide guidance or direction…"*
	Identifying what prohibits optimal function	*"I think counselling is more about trying to give a person insight or to realise what is preventing the person from functioning fully, whether in the workplace or as an individual."*
	Long term	*"I think it is to see someone for a longer period, for more than one session."*
	Mirroring	*"...and with mirroring, to actually reach his own answers."*
	Normalisation	*"To place the person back into the situation before the bad incident took place."*
	Personal development	*"...it's about the facilitation of a process that a person must go through for developmental purposes."*
	Psychological action	*"...you walk a personal path with them, and there is a psychological element to it; it is a psychological deed or action where you then dig deeper."*

	Sound board	*"...but to then be the sounding board, and then going on a journey and walking the road with him..."*
	Teaching coping skills	*"...you should have that ability just to ... counsel them, facilitate a process of either coping skills..."*
	Address an event	*"Counselling, for me, is when someone comes to you with a problem or a question or a challenge..."*
	Using different approaches	*"...trying to understand what is going on, and find out how you can help the person, and give some guidance, and with the different therapies you then use..."*
Helping (28)	Achieving self-insight	*"...that you will give a guy the chance to organise his own thoughts and help him in the process, and in the process make him aware of his blind spots, which they usually do not see, and then you help him to generate his own solutions."*
	Trained professional	*"Counselling, I would say, is where a trained professional, like a psychologist, in any context, tries to assist a willing participant with problems they may have in that context, be it work or at home or whatever..."*
	Guidance	*"...and I then just guide them in the process."*
	Normal life challenges	*"So, what I understand by counselling is, basically..., helping someone in our scope through relatively normal life challenges, particularly within the workplace."*
	Normalisation	*"It is to help people deal with things they go through, and to then continue with their lives as normal as possible."*
	Personal problems	*"...it's not job-related, it is not a production problem or leadership problem or something like that; it is more an individual problem."*
	Short-term	*"but my idea of counselling is really to provide someone with counselling, in the short term, who is experiencing a problem, giving them the necessary shoulder to cry on if it is needed."*
	Support	*"Counselling is one-on-one, first of all, and helping the individual... I see the one-on-one process as supporting somebody..."*
	To address an event	*"I understand by counselling... helping someone through in our scope through relatively normal life challenges..."*
	Utilising skills	*"...that serves as counselling for me, and I obviously use certain skills to help that person."*
	Workplace problems	*"...that a person presents with a problem... and, specifically from an industrial psychologist's viewpoint, it will most probably relate to work situations..."*
Intervention (5)	Trained professional	*"...from a trained professional..."*
	Following a process	*"...and the process that follows from there."*
	Guidance	*"...and then counselling is there to give direction or to give guidance."*
	To address an event	*"...something happens in a person's life that is outside of their normal activities or nomal life..."*

Short-term intervention (4)	Achieve optimal functioning	*"…but from of our paradigm, we use short-therm therapeutic interventions. We work with relatively normal people, so between pathology and normal, we work with them to get them to optimal…"*
	Trained professional	*" … not-long term intervention I see it as a short-term process where, as a professional, I would be able to sit down with a person …"*
	To address an event	*"…it is basically about people with relatively normal work-related problems."*

Due to the fact that many of the subthemes presented across the four themes, one can conclude that most of the participants had a clear picture of the meaning of counselling. The subthemes that came across two or more times were: achieve self-insight, address an event, by a trained professional, guidance, and normalisation.

There seems to be contrasting opinions regarding the time frame of counselling. On the one hand, some participants regard counselling as long-term, while, on the other hand, others regard it as short-term. Below are the descriptions of the meaning of counselling as provided by the different participants:

Facilitation: Counselling is viewed by the participants as a facilitation process; as a long-term process where different approaches are being utilised. One approach being utilised is mirroring. The results further indicate that, by facilitating, the counsellor engages in a psychological action with his/her client, and also acts as a sounding board. During facilitation, aspects are identified that prohibit the client from functioning optimally, or to address a specific event. This facilitation process provides guidance, and aids the client to achieve self-insight, enrichment, personal development, to reach a normalisation state or empowering the client with coping skills.

Helping: The participants viewed helping as a short-term process during which an event/problem is addressed that occurred in a client's life, with the goal of assisting clients to achieve self-insight. The participants indicated that this can also be done by providing clients with a form of guidance and support, in order to get the client to a point of normalisation. Participants regarded it important that help should be provided by a trained professional as they utilise certain skills.

Intervention: A counselling intervention was seen by participants as addressing an event that occurred in a client's life. A counselling process is then followed by providing the client with guidance throughout the counselling process. This intervention is done by a trained professional.

Short-term intervention: Some participants were of the opinion that an intervention is regarded as a short-term process that takes place to address a life event that occurred. The goal of a short-term intervention is that, with the help of a trained professional, the client is able to achieve a point of optimal functioning.

Category 2: Counselling situations that I-O psychologists face

The themes in Table 3 emerged from asking participants what counselling situations they are confronted with. Although the majority of the participants were faced with counselling situations, there were a small number of participants who had not been faced with any counselling situations.

Table 3 –

Counselling Situations that I-O Psychologists Face

Theme	Sub-theme	Response
Career counselling (10)	Career and study choice	*"Then, career counselling, where students walk in and … are unsure about various aspects of their career and whether they are doing the right thing. Exploring possibilities for the future, and then, also, people in school who are… in need of career counselling and vocational counselling in terms of career choice and the environments that they might be interested in."*
	Job dissatisfaction	*"I am currently in a position where I have been sitting for four years, but I hate it incredibly much,…it is frustrating, I just don't get any energy from it."*
	Job person fit	*"…it is somethimes career counselling; people who may want to know why they fit into a role and why not."*
Coaching (6)	Personal development	*"Then personal development… where a person does not have a problem per se, but would like to have more a kind of a mentoring and coaching situation, although that is something else all together….basically completing various psychometric assignments, getting feedback on that, and then asking direction on how to improve on certain aspects."*

	Teach skills	*"I often work with people in IT, and it's typically people who need those people skills, so one would want to go into coaching."*
EAP counselling (13)	HIV and AIDS counselling	*"We do a lot of HIV and Aids cases as well, where a person is diagnosed. You need to take them through the process of the shock and the denial and everything."*
	Low productivity; absenteeism	*"You might have somebody that is going through some personal troubles or concerns, and then, most likely, their supervisor or their manager would identify that productivity has gone down a bit, or that a lot of absenteeism is going on."*
	Personal development	*"...then there are also many people who come for personal development, who want to improve themselves or to identify what their weaknesses are, what their strengths are."*
	Physical well-being	*"...or a physical well-being issue, where this person doesn't have the energy to come to work... they're sick, they can't do as they used to be able to..."*
	Psychological issue	*"...issue going on, be it emotional issue or psychological issue..."*
	Trauma counselling	*"It was actually more trauma debriefings and follow-up sessions after that..."*
	Workplace violence	*"...conflict at work, most likely imminent conflict, obviously, where people are physically fighting and having a "rah-rah" at work. You will be called in just to calm down the situation, figure out what the conflict was about, and try and solve it."*
	Substance abuse	*"One other thing that we do is referral for substance abuse. Usually we refer substance abuse if a person is self-referred and when a supervisor has identified a problem. Obviously, this is voluntary, unless otherwise specified by the employer..."*
Informal counselling (10)	Walk-in sessions	*"...where people walk in, and just would like to have some expert opinions or, just an ear to listen, or just to vent and then go through a process of exploring options..."*
	Sounding board	*"Then I also had experience in general counselling... where people walk in and just would like to have some expert opinions, or just an ear to listen or just to vent, and then go through a process of exploring options..."*
Marital and relationship counselling (9)	Divorce/Mediation	*"I work a lot in divorce. I have a passion, which is mediation. I gather parenthood teams for people going through divorce, and I then act in the best interests of the child. I am a neutral party..."*
	Conflict management; marital and relationship problems	*"...The things with which I was confronted earlier were daily problems the guys encountered... conflict..."*
	Domestic trauma	*"There are many people who come because of personal situations, such as domestic trauma."*
No counselling situations (5)		*"I think, to be quite honest, in this current job, no counselling experience..."*

Psychometric assessment feedback (4)		*"In my current position, I'm not really in that role. Previously, for a long time, I was looking after psychometric assessments, then, from time to time, you would meet a person or somebody would be referred to you, and then you would go into the role of counsellor, and then you would explain the role-person-job match, point out developmental areas."*
Personal problems (9)	Burnout	*"I would say personal crisis when something just becomes too much for someone; a normal, healthy person suffers from burnout due to too much work pressure."*
	Financial stress	*"Finances are usually a big problem, and then they reach a point where they just crack; where that branch just breaks, and then it necessary to do some perspective and see where the problem lies…"*
	Work-life interference	*"It depends on the situation. Most of the time, I would be … really looking at a person who has personal issues either…at work, taking it home…"*
Workplace counselling situations (9)	Personal problems	*"They would come to you with personal problems, work-related problems, which they would not feel comfortable to go to their manager or supervisor with, and they would come and discuss it."*
	Conflict management	*"…relates to workplace relationships, so there I use it a lot. There's [sic] always problems in the workplace between, maybe, a supervisor and subordinate…"*
	Burnout	*"…and then burnout in the work environment, so people become completely burnt out."*
	Trauma counselling	*"'… they broke in to a place, an armed robbery, and defused it. That was trauma counselling…"*
	Substance abuse	*"…addiction also. There are addicts who did not necessarily approach me, but they ended up in my office, because their work is affected by it…"*
Trauma counselling (11)	Crime	*"…where we obviously had the type of cases that happen in South Africa, such as hijackings or… someone who is going through a traumatic situation."*
	Suicide	*"I am often faced with death in the family; I have faced suicide on a number of occasions…"*

Table 3 describes the counselling situations that I-O psychologist face. From the results, it appears that the I-O psychologists are counselling across numerous fields, which will be described below.

Career counselling: According to the participants, career counselling consists of clients that have uncertainty regarding their career and study choice. During career counselling, issues relating to job dissatisfaction and job-person fit are also addressed.

Coaching: Most participants indicated that coaching involves the personal development of clients by equipping them with those skills that can add to their development.

EAP counselling: Participants are faced with various EAP counselling situations involving the counselling of people diagnosed with HIV and Aids. Counselling will be provided whenever there are reports of low productivity levels, or employees being absent from work. Employees are also referred to EAPs when their physical well-being is endangered, or when they are faced with psychological issues. Other aspects that fall under EAP counselling are trauma counselling, workplace violence, and matters relating to substance abuse.

Informal counselling: Participants described informal counselling sessions as situations where clients would approach them without having a formal appointment, and start discussions relating to problems that they are experiencing.

Marital and relationship counselling: Participants reported that they are faced with marital and relationship counselling. This refers to situations where conflict emerged, and participants had to deal with divorce and mediation. Domestic trauma has also been the subject of counselling.

No counselling situations: Some participants also mentioned that their work is of such a nature that they are not faced with any counselling situations.

Psychometric assessment feedback: Psychometric assessment feedback can result in a counselling situation, as feedback conversations often lead to counselling conversations. This is because deep-rooted discussions originate from psychometric results.

Personal problems: Participants reported that counselling situations also involve clients discussing problems that they are experiencing, such as burnout, work-life balance, and financial stress.

Workplace counselling situations: Most participants indicated that these situations occurred within the workplace. It refers to employees experiencing personal problems. Participants also mentioned they were confronted with situations requiring conflict management. Other

employees were confronted with substance abuse and burnout, which resulted in counselling. In some instances, trauma counselling was also required.

Trauma counselling situations: This situation included instances where crime took place. Participants were also faced with situations where family members who lost someone to suicide required counselling.

The results further indicated the following counselling situations: coaching, personal development, and psychometric assessment feedback. The participants were of the opinion that these situations might sometimes lead to some form of counselling. The situations that were mentioned the most were EAP counselling (13) and career counselling (13), with coaching (3) and personal development (3) occurring the least.

Category 3: Counselling skills required by I-O psychologists

In this category, participants were asked to elaborate on the counselling skills utilised during counselling. The majority of participants knew what counselling skills were, but struggled to name them. Most participants also took a few minutes to structure their thoughts and mention the skills they utilise by name.

Table 4 –

Counselling skills required by I-O psychologists

Theme	Sub-theme	Response
Attending (13)	Building rapport	*"I think, for me, personally, trying to build a good relationship with the individuals. So the rapport-building is critical, especially then if you have an individual that is quite negative upfront."*
	Communicating expectations	*"...I want them to be satisfied ...and I want them to feel that it had helped. ...I ask people upfront what their expectations are…"*
	Encouragement to open up	*"The theoretical aspects are how you carry yourself, how you concentrate to really pick up things that people say, and how you encourage them to open up more."*
	Initiate disclosure of information	"…to get this person to talk as much as possible about the situation…"
	Make clients feel comfortable	*"For me, the most important thing is that people are comfortable with me, and I want them to leave feeling satisfied."*
	Providing a safe environment	*"...to provide a safe environment. People sometimes just want an ear, so it's important to me that they will know that it is confidential; that they are still in control of the situation…"*
	Set clear boundaries	*"...always good in that case to be very supportive to the*

	from the start	*individual, but also to set your boundaries very clearly with some individuals, so they will know that you will listen to the individual, but you're here to talk to them…"*
Effective communication (26)	Listening	*"I think you know the basic counselling skills, for example, listening skills…"*
	Active listening	*"…to listen from multiple angles to obtain good collateral information, in order to cross-confirm."*
	Listening with insight	*"You must have very good listening skills. You must be able to listen carefully to what people say. You do not just listen, you must understand what they are trying to convey to you."*
Ineffective communication (2)	Avoid giving advice; avoid interrupting the client	*"…that there is no miss-communication …or that one is too quick to interrupt people and try and give immediate advice, rather than just finishing listening…"*
Facilitation (10)	Achieving insight	*"…and to offer that guidance, to allow them to reach that 'ah-ha!' moment themselves…"*
	Developmental plan	*"…to enter into a developmental programme …to me, it is much about development, and that something should be done afterwards."*
	Providing feedback	*"…and I will also sometimes give them honest feedback, but I would rather do it at a later stage."*
	Providing guidance	*"We tend to want to give the solution, or to get people to function optimally in the workplace as soon as possible."*
	Non-directive approach	*"…knowing not to give advice, ever!"*
Follow a process/model (3)		*"I think it makes sense to work according to a specific model, otherwise you get confused and struggle."*
Interpersonal skill (4)	Ability to read people	*"…there counselling also plays a role, because you must be able to read people."*
Non-verbal communication (6)	Eye contact	*"Typical things like the listening, eye contact, body language, and all of that kind of stuff is very important."*
	Non-verbal behaviour of client	*"I would say the whole thing about body language …body language plays quite a role in determining the state of mind of the client you work with."*
	Non-verbal behaviour of counsellor	*"…how to sit. So it's really the little things that make the difference for me…how you carry yourself…"*
Probing (5)		*"I think most likely just probe more than anything else…".*
Questioning (9)	Suitable questioning	*"…first listen very carefully, and then I will ask specific questions that I feel are appropriate."*
Referral (23)	Better professional guidance	*"I would rather refer them, if they have had a big incident, to the psychologists…"*
	Appropriate referring professional	*"…I also have a clinical psychologist to whom I will refer."*
	Lack of training	*"…then I refer to our clinical psychologists, because they are better able to handle it, because I'm not up to it or trained for it."*

	Scope boundaries	*"...as an industrial psychologist, background of what I must or may or may not do in terms of the scope, so if there is a case or problem…. I can refer it."*
	Long-term therapy	*"...would allow me to be able to identify the need for referral and then refer, if this thing is more of a clinical issue or is more a long-term therapy issue…"*
Reflecting (7)		*"I'm going to reflect to make sure that I'm I hearing you correctly."*
Trauma counselling (5)		*"In all honesty, the skills that I feel I know up 'til now are trauma debriefing skills…"*

Table 4 provides a detailed overview of the different themes, with subthemes, extracted from the data. When participants were requested to report on the skills used during counselling, the following themes and sub themes materialised:

Attending: Participants make use of attending as a counselling skill. Attending in this context refers to a counsellor building rapport with the client, and involves communication with clients in order to clarify the clients' expectations of counselling. This takes place at the initial stages of counselling. Attending to the client in a counselling session can be considered the first step to making the client feel comfortable.

Effective communication: Most participants indicated listening as a necessary skill in the counselling process. This skill also refers to the ability to listen actively to what the clients are saying. It also refers to the ability to listen with insight.

Ineffective communication: Apart from mentioning what skills participants used during counselling, some participants also referred to ineffective communication that should be avoided during counselling. Participants warned against giving clients advice. Participants also mentioned that the counsellor should avoid interrupting the client.

Facilitation skills: Participants perceive facilitation as a skill used during counselling. Facilitation in this regard refers to assisting the client to reach a point where self-insight is obtained. It is done by utilising a non-directive approach, again emphasising the above mentioned. However, feedback and guidance are provided by the counsellor. At the end of the counselling process, a developmental plan may also be provided to the client.

Follow a process/model: Another counselling skill that participants mentioned was the use of a counselling process or model during the counselling process. It was mentioned that this assists with the flow of the counselling process, and following a process or model keeps the process on track.

Interpersonal skills: Participants regarded interpersonal skills as important in the counselling process. It was reported that these relate to the ability to read people.

Non-verbal communication: Participants viewed non-verbal communication as an important skill in counselling. It was reported that it is important to make eye contact with clients and pay attention to the non-verbal communication of the clients.

Probing: Some of the participants mentioned that probing is a skill that they use during counselling, in order to obtain more information from the client.

Questioning: Some participants mentioned questioning as a necessary skill in the counselling process; this relates to a suitable line of questioning.

Referral: Most of the participants mentioned referral as a counselling skill. Referral would typically take place whenever the participants felt that there is another professional that would be better able to provide professional guidance to the clients. In addition, it is then of great importance that the appropriate professional is identified for referral. Whenever participants felt that they lacked training on a specific issue, they would refer such a client. The participants reported that they take note of scope boundaries prohibiting them from counselling, which would then result in referral. Whenever a client requires long-term counselling such a client would also be referred.

Reflection: Participants reported that, during the counselling process, they would use reflection as skill. This refers to reflecting to the client what was understood from what they were saying.

Trauma counselling: Participants were of the opinion that trauma counselling is also a skill used during counselling, whereby participants are required to provide trauma counselling after a traumatic incident occurred.

From the different counselling skills that the participants used during counselling, referral skill (23) was mentioned the most, as opposed to the avoidance of ineffective communication, which was mentioned the least (2).

Category 4: Characteristics displayed by I-O psychologist during counselling

During the interviews, apart from the skills participants utilised, participants also referred to certain counsellor characteristics. These characteristics include the ability to be empathetic, and remaining neutral, , along with the ability to remain objective. It should be noted that no subthemes were reported for these three themes.

Table 5 –

Characteristics displayed by I-O psychologist during counselling

Theme	Sub-theme	Response
Empathy (8)		*"...and helping the individual with their personal problems, so there needs to be a certain sense of empathy…"*
Remain neutral (3)		*"...in our profession, it is hard not to get emotionally involved with people, and it's a skills one has to learn regarding how to have empathy with someone, but still maintain the professional distance…"*
Remain objective (4)		*"To avoid approaching a person or an organisation with preconceived ideas… he must make sure that he does not assume; he does not just make conclusions; to guard against transference, to not allow your own personal tastes or sense to influence your rational judgement."*

Table 5 indicates the characteristics that industrial psychologists display during counselling, as reported by the participants. As seen in Table 5, the majority of the perceived characteristics seem to reflect the ability to be empathetic. The themes that emerged from Table 5 will be described below.

Empathy: Participants reported that, during counselling, it is often required to display a sense of empathy. This is not seen as a counselling skill, but rather as a characteristic required of the counsellor. This characteristic was mentioned the most (8).

Remain neutral: Another characteristic that is often required by the counsellor is that of remaining neutral during counselling. The participants reported that remaining neutral in

counselling is a requisite in order for the counsellor to be empathetic but still maintaining a professional distance.

Remain objective: The participants reported that, in order to remain objective, the counsellor is required to postpone forming judgement and conclusions about the client and/or the situation, and that remaining objective does not allow the counsellor to transfer his/her own personal beliefs or opinions upon the client. This theme was mentioned the least amount of times.

Category 5: Counsellor competencies required of I-O psychologists during counselling

Apart from counsellors requiring certain skills and characteristics to provide effective counselling, participants also mentioned that counsellors are further required to have certain competencies. These competencies are provided in Table 6.

Table 6 –

Competencies required of the I-O psychologist during counselling

Theme	Sub-theme	Response
Maintaining scope boundaries (8)	Practice within scope of practice	*"A good counsellor is, firstly, responsible …you are not going to overstep your boundaries or to go into therapy, or help this guy on a level of which you are not capable, so you have to know where your expertise ends."*
	Maintain confidentiality	*"…they must be able to trust that you would handle it confidentially."*
Maintain counsellor boundaries (3)	Avoid creating dependency	*"…especially if one sees and hears really bad things… because you desperately want to protect them…"*
	Maintain professional distance	*"It is a skill you need to learn; how to have empathy with someone but still maintain a professional distance, because sometimes it's quite difficult…"*

Maintaining scope boundaries: Participants reported that maintaining the boundaries of their scope of practice can be classified as a competency required of a counsellor. This refers to the necessity to practise within the scope of practice of an I-O psychologist.

Maintain confidentiality: Another competency required by a counsellor that was mentioned by participants is the ability to maintain counsellor-client confidentiality. Maintaining

confidentiality does not only refer to the counselling conversation, but also extends to the post-counselling period.

Maintaining counsellor boundaries: Participants indicated that whenever counselling takes place, it is a requirement of counsellors to maintain boundaries. Maintaining your boundaries as a counsellor refers to maintaining a professional distance during the counselling process, which will avoid a situation where a client becomes dependent on the counsellor.

Category 6: Post-graduate training received by I-O psychologists

Five themes emerged in response to the question, 'What counselling training did you receive as part of your formal master training?" Participants received both practical and theoretical training. However, it was also reported that some participants did not receive any counselling training.

Participants also reported on the sufficiency of the training. Some of the participants regarded the training as sufficient, while others were of the opinion that the training they received was insufficient.

Table 7 –

Post-graduate training received by I-O psychologists

Theme	Sub-theme	Response
Practical applications (21)	Assessment centre training	*"...one of the subjects that we had was doing assessment centres. I cannot remember the exact name of the subject…"*
	Examinations	*"...we also sat a practical examination with a trauma counsellor who evaluated us…"*
	Facilitating sessions	*"I think we did a couple of practical sessions, but I don't think we were ever graded on them… What they wanted to see was how far we were actually able to facilitate sessions with our normal interviewing skills."*
	Growth group training	*"...we did a lot of growth groups in our M year, but it's more organisation-driven…"*
	Lack of practical applications	*"We did not specifically apply counselling in that manner."*
	Presentations	*"We had to do a presentation of the different paradigms, but it was not in depth…"*
	Relaxation techniques	*"...the lecturer also ...showed us relaxation techniques that we had to practise on ourselves…"*

	Role play	"We did specific role-play situations. He showed us some music therapy, which he used. We did group role-play sessions, and then we played out certain roles and acts, and then a real counsellor would guide us on what we should have asked and how we should have approached it…"
	Visit institutions	"We also went to Weskoppies one day, so they also exposed us more to the clinical side…"
Received no counselling training (3)		"Not at all."
Theory (48)	Abnormal psychology	"…the abnormal psychology book… part of our M degree, where we had to learn all the pathology, and then they gave us … a scenario where you then had to had to identify, and you had to say how you would deal with it, so it was part of what we did."
	Art therapy	"…was also demonstrated, so we were completely exposed to different ways of counselling."
	Basic counselling	"… I think it was just a background of what counselling is all about."
	Carkhuff's model	"I think it was the Carkhuff model of counselling. … and we had to employ that model into our counselling skills…"
	Career guidance	"…career guidance in terms of psychometric testing and stuff, there's [sic] is a few career counselling sessions with the training of the tests to give feedback on…"
	Don't recall	"If I have to be honest, I don't recall any theoretical work that we did."
	Egan's model	"We did Egan: the skilled helper…"
	Imago therapy	"…we touched on the Imago therapy ."
	Facilitation training	"There was also a whole section on facilitation skills, but that does not necessarily pertain to counselling per se, although you know those skills might be relevant and applicable."
	Hypnoses	"…where they demonstrated to us a light hypnosis …"
	Ivey' micro skills	"…that was the Carkhuff's model that was used, with Ivey's micro-skills."
	Music therapy	"He showed us some music therapy which he used."
	Non-verbal communication	"…with Ivey's micro-skills and … non-verbal communication skills."
	Psychological theories	"…got taught all the other theory and all the other stuff that was relevant and you chose what you were more comfortable with … all these psychology theories."
	Psychometric tests	"…psychometrics … a good connection with counselling, for instance, the 16PF…"
	Trauma counselling	"We had trauma counselling as a module; we had Advanced Counselling…"
Training sufficiency (7)	Sufficient training	"I personally think we have been very well trained I remember my Master's degree… our … department really focused on the

		psychology part of industrial psychology. We received good training in counselling…"
	Sufficient theoretical training	*"We did many models. I think the theory was substantial. I think there was enough theory…"*
	Facilitator was excellent	*"...the facilitator was excellent, and she knew what she was talking about and what she was doing in that specific context…"*
Training insufficiency (14)	Insufficient training	*"I felt that counselling was not really delved into. ...not a lot of time was put aside for just counselling; ... we only had two or three classes of it, and they were compact. ... I think it was eight hours or 12 hour–training and you had to just basically jump onto it and learn the skills…"*
	Insufficient practical exposure	*"...I think the theory was substantial. I think there was enough theory, but the practical lacked."*
	Minimal counselling training	*"...minimal real counselling training that I can remember, because it was so organisationally focussed."*
	Training was rushed	*"I had to jump into it. I had to learn this in … that period of time, as quickly as possible, and it felt, for me, it was a little bit rushed."*
	Outdated curriculum	*"I think our curriculum was extremely outdated…"*

A description of the different themes reported in the table 7 will be explained below.

Practical application: Participants reported that, as part of their counselling training, they were taught how to practically apply the counselling training. In this regard, participants were trained in conducting an assessment centre, facilitating sessions by using interview skills, and participation in growth groups. In addition, participants visited external institutions, where practical experience was obtained. Participants also took part in role-play sessions, which provided them with the opportunity to practise their skills. They also had to make presentations regarding the different counselling paradigms. As part of participants' practical training, they were also taught relaxation techniques. Lastly, participants had to complete practical examinations.

Received no counselling training: Very few participants (3) reported that they did not receive any counselling training.

Theory: Participants received basic counselling training, along with training in abnormal psychology. Specific reference was made to training regarding the various counselling models, such as those of Carkhuff, Egan, Imago, and Ivey. Training was also received on the different psychological theories, such as those of Frankl and Rogers etc. Other form of

practical training included art and music therapy, along with hypnosis. Participants mentioned that training was received on utilising different psychometric tests, which can also be used to aid in career guidance. Lastly, trauma counselling and facilitation were also included in the training of participants. It should be noted that there were participants who mentioned that they don't particularly recall any theoretical training received.

Training sufficiency: The participants who reported that the training they received was sufficient made specific reference to the sufficiency of the theoretical training. It was mentioned that the facilitators of the training course contributed to the sufficiency of the training; one participant mentioned that the facilitator was excellent.

Training insufficiency: Participants viewed the practical training as insufficient. Some reported that there was not much focus on counselling training, and that minimum training was received in this regard. Training insufficiency was attributed to the curriculum being outdated, and, in some instances, the training was experienced by participants as being rushed.

From Table 7, it is evident that theory was mentioned the most (48) by participants while practical application was mentioned 21 times. The theme that was less frequently mentioned was received no counselling training (3). Theory and practical application was mentioned most frequently, whereas received no counselling training was mentioned less frequent.

Category 7: Additional training received by I-O psychologists

In addition to asking participants about their formal counselling training, they were also asked about any additional counselling training acquired. Listed in the table below are the five themes that emerged from the category, along with the relevant subthemes.

Table 8 –

Additional training received by I-O psychologists

Theme	Sub-theme	*Response*
Counselling approaches (8)	Jung developmental group	*"I am part of a Jung development group, which means I work under the supervision of clinical psychologists and Jungian therapists."*
	Mitchell model	*"…I was trained in the Mitchell model and, later on, that model*

		was adapted to South African conditions…"
	Logo therapy neuro-psychology course	*"Because I joined the company… extra course in psychotherapy, course in logo therapy, neuro- psychology."*
	Psychotherapy course	*"…a extra course in psychotherapy…"*
	System psychodynamic workshops	*"I have attended many system psychodymamic workshops…"*
	Rogerian training	*"I also received training in the Rogerian model of counselling — a person-centred counselling…"*
HIV and Aids counselling (3)		*"…a counselling process of Life Line SA in the Klerksdorp district, so I completed both those courses there, and I also then … acted as a counsellor volunteer at Life Line … for about two to three years …and during that time there was a lot of HIV and Aids-related phone calls … received by the centre and, subsequently, I had to brush up on those skills."*
No additional training received (12)	Additional training never required	*"I was never in that situation where I needed additional training."*
	No personal interest	*"Not at all, because, personally, I'm not interested in it… it is not for me at all, so I get very uncomfortable when I work with problem situations."*
Psychometric assessment feedback (3)	16 PF; MBTI	*"…a few psychometric tests like the 16PF, MBTI …you got training in the testing, but also got training on how to give feedback."*
Trauma counselling (7)		*"…that is why, when I became interested in trauma counselling, I did an additional course for three days in trauma counselling."*

Counselling approaches: Participants received additional training in the Mitchell model. Other participants completed additional courses, such as neuro-psychology and psychotherapy. Logo therapy and Rogerian training were also received. Other participants mentioned that they took part in a Jung developmental group, and others received additional training in a system dynamic workshop.

HIV and AIDS counselling: Few participants reported that they had received HIV and Aids counselling training.

No additional training received: Most of the participants reported that they did not receive any additional training, due to the fact that it was never a necessity. In addition, participants reported that they did not have a personal interest in counselling, and, therefore, additional training was never sought.

Psychometric assessment feedback: Participants viewed training on psychometric assessments such as the MBTI and 16 PF as counselling training, due to the fact that they regard giving feedback on people's psychometric tests as counselling.

Trauma counselling: Participants reported that they had received additional training in trauma counselling.

Category 8: Recommendations made for the future training of I-O psychology students

Participants were required to make recommendations regarding the training curriculum of future I-O psychology students. Recommendations were also made with regards to how the practical training of students can be addressed, as well as specific skills training required.

Table 9 –

Recommendations made for the future training of I-O psychology students

Theme	Sub-theme	Response
Additional training (3)	Emotional intelligence; conflict management	*"it would be beneficial if an industrial psychologist could … attend an extra course in emotional intelligence and conflict resolution…"*
	HIV and AIDS counselling	*"I definitely think we need to add HIV counselling to the pack…"*
Aspects to include in counselling training (30)	Different psychometric assessments training	*"…training in the different psychometric tests used in our field…"*
	Awareness of people's emotions	*"…that one will receive more training in human emotions."*
	Emphasis on psychology aspect	*"The psychology-type aspects of people should be driven more."*
	Focus group training; team interventions	*"…doing team interventions, doing focus groups."*
	Indigenous-focused counselling	*"…there could be a bit more emphasis on local, SA research, skills and methods and models that can be used, since that we are very diverse country."*
	Study counselling in depth	*"To go more in depth, and I do not think that it is not offered, it is that we are not forced to, necessarily, know the symptoms and the dangers of something off by heart."*
	Mediation	*"It would be nice if one could bring in mediation. I think psychology does it… no. they do forensic psychology, and that links with mediation."*
	Psychometric	*"You could look at administration of tests, interpretation of tests,*

	assessment feedback training	*giving feedback…"*
	Trauma counselling	*"From my experience, I think trauma counselling is good aspect to include, because if you look at the type of work an industrial psychologist does, it's typical."*
	Various types of counselling models/theories	*"Basically, a theoretical foundation is necessary, so an I-O psychologist has different models to choose from, to be able to pick one which suits him or her best."*
Balance different aspects of the course (12)	Allocate more time to counselling	*"I think more time should be given instead of just five days that more time should be spent on it."*
	Balance between practical and theory	*"It would be good if we could bring theory and practice together."*
Practical training to be included (29)	Allocate more time to practical training	*"My second recommendation would be to really make the whole course more practical."*
	Case studies	*"...I'd say every M student must have a few case studies to which he can pay attention."*
	Exposure to relevant issues	*"...naturally, under supervision ...the typical things that happen in companies: layoffs or your guys with depression or behavioural problems."*
	Practical assessments	*"...that they will have real opportunities to gain practical counselling experience, and that it would then be evaluated, and that they receive feedback on it…"*
	Real-life exposure	*"Where as I felt for instance we received assignments to go out and had deal with real people that we might one day have to serve for instance or provide services to then it would have been more like of a well round or like we would have gained a little bit more than we would have at the time."*
	Role-play situations	*"...should also have a practical component, even if it's just one or two, just so the person can role play the situation to really apply the model to a situation."*
	Skills training	*"...primary focus should be on skills-type training..."*
	Vignettes	*"...To use technology, for example, to make a video recording of a session."*
	Work with external people/institutions	*"We have many institutions…with whom you can work to get practical exposure..."*
Specific skills to include in counselling training (9)	Basic counselling skills	*"...if someone could put a process in place that you must follow, like the what the opening statement should be, what questions you must ask, what you must ask to build rapport…"*
	Listening skills, empathy, non-verbal communication	*"...counselling course, good listening skills, understanding, empathy, and a bit of non-verbal communication skills etc. I think it is imperative that these are present today."*
	Listening skills	*"...counselling course, good listening skills…"*
	Dealing with difficult clients	*"... bring in how to deal with difficult employees; how to deal with difficult managers, the counselling techniques of speaking to*

		a manager, because sometimes you have to deal with managers. So, how do you deal with a manager? How do you deal with different styles in the counselling concept?"
	Non-verbal communication	*"Current students and people who just registered don't have those skills to understand the behaviour and emotions ...basic things like body language and tone of voice for all that small type microskills to sit and learn."*

Participants reported aspects should be considered as recommendations for the future training of I-O psychology students. Each of these recommendations will be described below.

Additional training: Apart from receiving training in counselling, participants reported that I-O psychology students would benefit from receiving additional training in emotional intelligence, conflict management as well as HIV and AIDS counselling in addition to formal counselling training.

Aspects to include in counselling training: It was reported that future students should be trained in the different psychometric assessments, as well as on how to give feedback on psychometric assessments. This is due to the fact that participants consider psychometric assessment feedback as counselling. Additionally, participants reported that students should receive more in-depth counselling training, with the emphasis on the psychology aspect. It was also mentioned that training should also pay attention to indigenously focused counselling, i.e. counselling specifically based on South Africa's diverse culture, along with providing students with training on the various types of counselling models or theories. In addition, it was advised that trauma counselling be included in the training of future I-O psychologists. Some participants reported that students could receive training in awareness for people's emotions. Training with regard to focus groups and team interventions was also recommended by participants. One participant mentioned that it is recommended that students receive training in mediation.

Balance different aspects of the course: Participants reported that the curriculum should be more balanced in terms of theory and practical application, and that a fair amount of time needs to be allocated to both aspects. It was recommended that more time be allocated to counselling in relation to, for example, time spent on research skills.

Practical training to be included: Participants mentioned that more time should be allocated to the practical training of students. This can be accomplished by providing students with real-life exposure to relevant issues. One way of doing this could be to form relationships with external people or institutions. If this is not an option, students could get practical training through the use of case studies or vignettes. Practical training is also recommended by equipping students with the necessary skills to counsel. Students could also take part in role-play situations to obtain practical training. Practical assessments could also be conducted.

Specific skills to include in counselling training: It was reported by participants that basic counselling skills should be included in the training of students. Specific reference was made to listening skills and understanding the non-verbal communication of others. One participant mentioned that students should be equipped with skills to deal with difficult clients in counselling situations. Students should be trained in empathy skills.

Category 9: Inclusion of counselling in the I-O psychologist's scope of practice

Lastly, participants were asked to indicate whether they believe counselling should be included in the scope of practice of the I-O psychologist. Various reasons were mentioned why counselling should form part of the scope of practice; however, some of the participants also indicated that there are certain reservations that should be considered when including counselling within the scope of practice of an I-O psychologist.

Table 10 –

Inclusion of counselling in the I-O psychologists' scope of practice

Theme	Sub-theme	*Response*
	Confronted with counselling situations	*"...you will still, depending on the environment in which you work, have to do counselling..."*
	Confronted with workplace counselling situations	*"...you are required, as an Industrial psychologist, to handle any psychologically related aspect within the work setting and our workplaces..."*
	Is in fact a psychologist	*"...as industrial psychologists the title is there...; Industrial psychologists still remain within the spectrum of psychology..."*
	Makes business sense	*"...in a business context, an industrial psychologist may be more effective or make a greater contribution with such skills, in order for a company not having to employ an additional person or pay more fees for an extra person to help their people. I think it may*

		be part of their corporate responsibility…"
	Not always possible to refer	*"...the person comes to you … there's no time to tell them: 'Listen, I can't help you.' You should counsel at that stage, and use skills…"*
	Work with people daily	*"...we work with people every day…"*
Should form part; however, with reservations (8)	Clear definition of counselling for the I-O psychologist	*"...we need to define what kind of counselling we are talking about; if we are talking about supportive functions instead of curative techniques, more supportive techniques, we definitely need to do it, because, as industrial psychologist, the title is there…"*
	Clarify short-term and long-term counselling intervention	*"...many times, it's a short term intervention, or, many times, it is long, it depends…"*
	Trained in specialised field	*"...I-O psychologist has the necessary qualification, as long as he did an accredited course in counselling."*

Reason why counselling should form part: Participants reported that counselling should form part of I-O psychologists' scope of practice, due to the fact that their work environment requires of them to work with people on a daily basis, which, in turn, results in them being confronted with counselling situations. Also, the inclusion will contribute to making them better equipped and prepared to handle these counselling situations. The participants also felt that, when confronted with counselling situations, they are not always in a position to prevent a counselling session from happening, and that referral is not always an available option. Some participants reported that including counselling in the scope of practice makes business sense, as businesses can avoid paying two people for a job that one person has the ability to do. In conclusion, participants felt that the term *psychologist* forms part of their title, and that for that reason, the I-O psychologist is also, in fact, a psychologist.

Should form part; however, with reservations: This theme emerged due to the participants reporting that counselling should be included in the I-O psychologist's scope of practice. However, the participants had some reservations. Firstly, participants mentioned that counselling by the I-O psychologist should be defined, and that the duration of the counselling needs to be clarified in terms of counselling being short-term or long-term, and how many sessions it will consist of. Lastly, participants mentioned that counselling should be included, but that the counsellor should be trained in a specialised field.

After reviewing Table 10, it can be concluded that counselling should form part of the I-O psychologist's scope of practice, according to participants. The main theme, reasons why it should form part, was mentioned the most, with total of (56) responses, as opposed to (8) responses reporting that counselling should form part of the scope, but with certain reservations.

DISCUSSION

The overall objective of this study was to review the role of I-O psychologists as counsellors. From the results, it was clear that I-O psychologists are familiar with the process of counselling and are faced with various counselling situations that require a unique set of skills and competencies. The participants had different experiences and opinions relating to the training they had received in counselling, to prepare them for work as I-O psychologists. While reflecting upon their training, they made recommendations for the future training of I-O psychologists. Participants also felt that counselling should be included in the scope of practice of I-O psychologists.

In order to address the results to the initial five objectives of this study, seven interview questions were posed to the participants, and are presented in the discussion below:

The *first objective* of the study was to conceptualise the I-O psychologist as counsellor according to the literature. Literature indicated that I-O psychologists in South Africa belong to a registered body within the Health Professions Council of South Africa (HPCSA), namely the Board of Psychology. The Health Professions Act of 1974 regulates the actions that I-O psychologists are permitted to perform within the scope of the profession of psychology (South Africa Department of Health, 2011). Industrial psychology is defined as the study of human behaviour in organisations (Cascio, 2001; Van Vuuren 2010). However, research indicates that in practice it is clear that the task of the I-O psychologist is far more complex than this definition suggests. For example, Van Vuuren (2010) states that the boundaries of I-O psychologists are not limited to the physical workplace only, as a wide range of emotional and personal factors (such as family responsibilities and traumatic incidents) could also affect the workplace behaviour of individuals. Strümpfer (2007) emphasises the fact that the responsibility lies with the I-O psychologists to resolve these aspects, even though they do not stem from the workplace itself.

The true identity of the I-O psychologist lies in the fact that I-O psychology is widely regarded as specialising in understanding and working with the human behaviour in the workplace (Van Vuuren, 2010). This being said, it should also be noted that I-O psychology as a discipline is embedded within the larger field of psychology. This correlates with Strümpfer (2007) viewpoint, that I-O is the application of general psychology in the workplace. Thus, the I-O psychologist's root lies in knowledge and research expertise anchored in *general* psychology (Schreuder, 2001). According to Moalusi (2001), the I-O psychologist needs to focus their attention on the legitimate issues relevant to South Africa workforce, especially in terms of understanding and enhancing the work force from a psychosocial perspective. Rothmann and Cilliers (2007) are of the opinion that in order to empower I-O psychologists in distinguishing its profession and discipline the focus needs to be placed on the philosophy underlying the psychology of work and in organisations.

According to Strümpfer (2007) I-O psychology roots lies within psychology but seems to be drifting from these roots (Ryan, 2003). The field of I-O psychology requires a significant and radical change, and can possibly necessitate that I-O psychology be renamed (Ryan, 2003; Veldsman, 2001). Therefore, in order to aid the I-O psychologist to become relevant within their profession and to clarify its identity, the new scope of practice can allow the I-O psychologist to "perform supportive psychological interventions and short-term therapeutic counselling interventions (South Africa Department of Health, 2012, p.8).

Pienaar and Roodt (2001) and Barnard and Fourie (2007) state that an I-O psychologist's role will evolve increasingly into that of counsellor. The authors therefore suggest that I-O psychologists should be trained in therapeutic techniques during their tertiary education.

It is apparent that the I-O psychologist's role as counsellor, and the resultant necessary training that is required to support this role, needs to be clearly articulated and established. The first interview question of this study therefore investigated the participants' myriad view of counselling. From the results, four themes emerged concerning this objective namely *facilitation*, *helping*, *intervention*, and *short term intervention*. In addition the following subthemes emerged continuously throughout these four themes: achieving self-insight, to address an event by a trained professional, guidance, and normalisation.

Most of the participants reported that when counselling is conceptualised, *facilitation* comes to mind. This concurs with a study conducted by Rothmann and van Aardt (2002), who state that individuals practicing in the behavioural sciences are expected to facilitate processes in organisational settings. Participants viewed facilitation as a form of counselling that aims to assist individuals in achieving self-insight, stimulate enrichment, and identify what prohibits individuals from functioning optimally and in turn enhancing the personal development of individuals. A study conducted by Cilliers (2000) supports this view of facilitation, stating that facilitation is as a Person-Centred approach, where personal growth and learning is provided. Participants reported that when facilitating a process, the opportunity is provided to individuals to achieve self-insight by finding the answers to their difficulties themselves. Participants reported that during the facilitation process, the facilitator takes on the role of providing guidance to individuals. Similarly, Rothmann, Sieberhagen and Cilliers (1989) are of the opinion that facilitation should assist individuals by making them more aware of their emotions, thus helping them gain self-knowledge, which will in turn enhances their personal development. Rothmann and van Aardt (2002) reported that a constructive behaviour change should take place in order to enhance the optimal functioning of an individual.

In addition, participants viewed facilitation as a long-term process, which consists of a psychological action/deed and normalisation. The Health Professions Act (Act 56 of 1974) states that only registered psychologists are permitted to perform psychological acts.

Second to facilitation, participants regard counselling as a form of *Helping*. Participants indicated that helping is regarded as a short-term process, during which an event/problem is addressed that has occurred in a client's life. This is in accordance with the findings of McLeod and McLeod (2011), who stated that counselling is considered to be the interaction between a counsellor and a person seeking to explore, understand, or resolve a problematic or troubling personal aspect/issue that is being dealt with, which prevents them from living optimally. Participants reported that the goal of helping is related to assisting clients to achieve self-insight and support the client gain a sense of normalisation. A similar goal is stated by Nelson-Jones (2006), who wrote that the goals associated with counselling relates to helping clients overcome deficiencies to their normal functioning or addressing changes associated with developmental tasks at various life stages; assisting clients to attain higher levels of functioning.

Participants reported that the counsellor only plays a guiding role during this process of helping. Helping can be viewed as the process whereby acquired interpersonal skills are applied in order to interact with the helpee and guide him/her through his problems, as well as to become more aware and in control of their intrapersonal functioning (Carkhuff, 2000). Counselling does not always relate to helping with big issues; sometimes counselling is required for day to day life struggles (Burnard, 2013). In relation to the literature, participants reported that helping was associated with addressing normal life challenges to the extent of getting individuals to a point of normalisation. Participants also associated helping with workplace problems. According to McLeod and Henderson (2003), counselling can encompass a wide spectrum of settings and can include workplace counselling. Participants regard it as an important aspect that help should be provided by a trained professional as they utilise certain skills. Burnard (2013) reiterates this point by stating that the counselling process must be followed by a trained professional.

A third theme that was found in the results related to *intervention*. Most participants indicated that an intervention is seen by participants as a counselling process that addresses an event that has occurred in the client's life by providing a client with guidance throughout the counselling process. This is in accordance with Rao (1991) who state that counselling is a significant aspect of guidance and that the term "guidance" is often used synonymously to counselling. Participants also indicated that this intervention has to be conducted by a trained professional. Burnard (2013) supports this view, reporting that counsellors are often tied to a specific approach hence a specific model or process is followed. According to McLeod and Henderson (2003), an intervention is described as the brief provision of psychological therapy and psychological interventions for the employees of an organisation, made available by the employer. An I-O psychologist's involvement with intervention relates to utilising interventions for the purposes of diagnosing and improving "organisational and work-related adjustment challenges and problems, and enhancing the personal functioning of individuals and groups in organisational or work-related contexts" (South Africa Department of Health, 2012, p. 8).

From the analysis it became known that there were different views relating to the duration of counselling. According to the participants, the goal of a *short-term intervention* is that the client is able to achieve a point of optimal functioning with the help of a trained professional. McLeod and Henderson (2003) state that a short-term intervention consists of a short period

of time, and generally takes the form of six to eight sessions. If the new draft of the scope of practice is going to be implemented, it will be in line with the findings of this study, stating that I-O psychologists will be allowed to conduct short-term therapeutic counselling interventions (South Africa Department of Health, 2012).

The *second objective* of the study related to conceptualising the required skills and competencies of an I-O psychologist, as per the literature. In order to explore this objective participants were asked to discuss which counselling skills they make use of in their work. In relation to this question, three themes emerged, namely; Counselling skills required by I-O psychologists, Characteristics displayed by I-O psychologists during counselling and, Counsellor competencies required by I-O psychologists during counselling.

Counselling skills required by I-O psychologists,

Specific counselling skills that the participants reported they utilise include: attending, effective communication, ineffective communication, facilitation, following a process or model, interpersonal skills, non-verbal communication, probing, questioning and reflecting, referral and trauma counselling skills.

Participants reported that by *attending*, a counsellor builds rapport with the client, a process that involves communication with clients in order to clarify the client's expectations of counselling. This finding is in accordance with Carkhuff (2000), who views attending as the skill that helps the counsellor enter the client's frame of reference and further stimulates the accurate communication and understanding of the client. According to the participants, attending to the client takes place during the initial stages and can be considered to be the first step in making the client feel comfortable during the process. Similarly, the first phase of the Helping model provided by Carkhuff (2000) consists of attending. Carkhuff (2000) provided evidence in connection to the findings of the study, where participants reported that attending provides a safe environment for the counselling that will initiate.

The aforementioned stimulates a discussion regarding the second skill that I-O psychologists make use of during counselling, namely *effective communication skills*. Participants noted that these skills refer to the ability to listen actively to what the clients are saying as well as the ability to listen with insight. Mukherjee (2005) defines active listening as listening with intensity, where the total message is absorbed through concentration. Mukherjee (2005) also

states that active listening can take place by having a desire and making an effort to get inside the speaker's thoughts and feelings. Burnard (2013) states that only if effective communication is evident between the counsellor and client, will the counsellor be able to assist the client. Burnard continues to state that active listening enables the counsellor to respond to the client with empathy, genuineness and respect, which is what allows the counselling process to occur.

Apart from mentioning the various skills that the participants used during counselling, some participants also referred to the *ineffective communication* that should be avoided during counselling. Participants reported that clients should not be provided with advice and that the counsellor should avoid interrupting the client. These results were also supported in the findings of Mukherjee (2005).

In addition to attending and communications skills, participants also perceive *facilitation* as a skill used during counselling. Facilitation, as defined by the participants, refers to assisting the client to reach a point where self-insight is obtained. This is done by utilising a non-directive approach, although feedback and guidance is provided by the counsellor. In the end of the counselling process, a developmental plan may also be provided to the client. In accordance to literature, counsellors often utilise facilitation skills (Prendiville, 2012). A facilitator ensures that individuals makes self-discoveries and serves to clarify issues, meanings and purposes (Schuman, 2012). Prendiville (2012) further states that facilitation can be applied by assisting individuals with tasks or actions through the use of skills to reach decisions or set goals in a non-directive approach. From the findings in the study, it appears that providing clients with feedback during counselling was associated with facilitation skills. Schuman (2012) states that during facilitation the need for feedback can arise and that this feedback serves as a self-corrective process and demonstrates openness on the client's behalf as well a desire to improve.

Another element that participants mentioned was that a *counselling process or model* is followed during the counselling process. Participants mentioned that this assists with the flow of the counselling process, and noted that following a process or model keeps the process on track. According to Nelson-Jones (2012), counsellors follow a process/model due to the fact that it is a structured framework with a basic step-by-step representation of the different goals and activities at developmental stages.

Participants regard the use of *interpersonal skills* as an important skill to utilise during the counselling process. It was reported that this relates to the ability to read people. Gilbert (2007) states that attentiveness as an interpersonal skill can also be used to observe behaviour. External assertiveness refers to observing non-verbal behaviour (Gilbert, 2007). Participants viewed *non-verbal communication* as a further skill used during counselling. It was reported that when using this skill, it is important to make and maintain eye contact with clients and pay attention to the non-verbal communication of the clients. Maintaining eye contact is viewed as an important aspect of the SOLER model that guides active listening (O'Toole, 2008)

Counsellors can respond verbally to clients in the form of *probing, questioning, and reflection*. Some of the participants mentioned that probing is a skill used during counselling. They would use probing as a skill to obtain more information from the client. Probing plays an important part in the counselling process (Culley & Bond, 2004), and is utilised as skill by exploring what the client is saying in order to obtain further and more meaningful information from the client. Probing is regarded as a less intrusive form of questioning; however, the act of asking questions helps clients put their own thoughts into words and to clarify their problems. Reflection or the means of reproducing or mirroring of feeling is also one of the basic communication skills utilised by counsellors (Kuntze, van der Molen & Born, 2009).

Most of the participants mentioned *referral* as a counselling skill. The participants reported that referral would typically take place whenever there is another professional person that would be better suited to provide professional guidance to the clients. Nelson-Jones (2012) is in support of this finding, stating that counsellors should make referrals to other counsellors if those counsellors possess skills that the original counsellor may not possess. He further states that referrals can take place when there are others who are in a better position to assist a particular client. Nelson- Jones (2012) cautions that there are ethical issues involved with referrals, and that counsellors should know when to refer and when not to. In addition, the participants noted that it is of great importance that the appropriate professional is identified to refer the clients to.

Participants were of the opinion that *trauma counselling* was also a skill used during counselling, whereby participants were required to provide trauma counselling after a

traumatic incident had occurred. Psychological trauma is often experienced in the workplace. Landy and Conte (2004) suggest that traumatic incidents could negatively impact an individual's work behaviour. Young, Koortzen and Oosthuizen (2012) also note that I-O psychologists deal with trauma counselling situations.

Characteristics displayed by I-O psychologists during counselling
Ivey (2013) states it is the individual characteristics of a counsellor that will facilitate effective counselling. This relates to a theme that was derived from the results, namely the characteristics displayed by I-O psychologists during counselling

Participants reported that displaying *empathy* and having the ability to remain *neutral* and *objective* are key characteristics that should be displayed during counselling. With advanced and accurate empathy, the counsellor is able to provide an interpretation of the client's story, which is more distant from the client's frame of reference but gives a sharper or more constructive view of the problem (Kuntze, van der Molen & Born, 2009). Another essential characteristic of a counsellor is the ability to remain neutral while hearing the client's story and not judging them in any way (Schuman, 2012). Although clients will need to experience some form of emotional closeness which might be experienced in the form of empathy, the counsellor must strive to remain neutral by creating enough distance to remain in a helpful and *objective* space (Culley & Bond, 2004).

Counsellor competencies required by I-O psychologists during counselling
From the data analysis, it is clear that participants recognise that in order to counsel successfully, certain *competencies* are required. The competencies mentioned by participants referred to the ability to *maintain scope boundaries* and the ability to *maintain counsellor boundaries* by *maintaining confidentiality*, and *avoiding the creation of client dependency* by *maintaining professional distance*. One of the competencies that were regarded as important for participants is to counsel within set boundaries. According to Sedan (2005), it is the responsibility of counsellors to manage the boundaries between the self and others. Boundaries in this regard relates to confidentiality, contact, personal disclosure, time and place. Sedan (2005) goes further, by stating that maintaining boundaries results in safer practice and thus protecting both the client and counsellor.

In terms of scope boundaries, it helps to define where something ends or begins as well as the role and responsibilities of all the stakeholders. Another way of looking at boundaries is that it can also serve as barriers, which make working across them difficult (Sedan, 2005). Participants reported that maintaining professional distance is an important skill. This serves to keep the counsellor from becoming too emotionally involved with a client and allowing them to maintain an objective stance (Culley & Bond, 2004).

The *third objective* was to determine what type of workplace counselling situations practising I-O psychologists, are faced with. Most of the participants were faced with the following counselling situations: *career counselling, coaching, EAP counselling, informal counselling, marital and relationship counselling, psychometric assessment feedback, personal problems, workplace counselling situations*, and *trauma counselling*. However, there were a small number of participants who did not face any counselling situations.

According to participants, *career counselling* consists of clients who are experiencing uncertainty regarding their career and study choice. During these sessions issues relating to job dissatisfaction and job person fit are also addressed. According to Schreuder and Coetzee (2010), I-O psychologists are involved in the field of career psychology, career guidance and career development, which all relate to the I-O psychologists' area of expertise. Nelson (2012) supports these findings, stating that job satisfaction can be classified under the construct career psychology. Schreuder and Coetzee (2010) also reported that I-O psychologists are involved in career-related activities including job and career satisfaction.

Foxhall (2002) states that an increasing number of psychologists are displaying an interest in *coaching*. Coaching was described by participants, as being a situation closely related to counselling Participants reported that coaching involves the personal development of clients by equipping them through means of teaching those skills that can add to the personal development of clients. Individuals providing coaching had been trained in this field, as effective coaching requires an expert in a diverse array of fields relating to learning and development as well as leadership development of clients (Foxhall, 2002). The fact that I-O psychologist are trained in these field indicates that they are particularly qualified to provide coaching and that many I-O psychologists already serve as coaches (SIOPSA, 2013). The American Psychology Association (2013) also reports that coaching employees is a skill utilised by the I-O psychologist.

I-O psychologists reported that they are faced with various *EAP counselling situations*. This entails that counselling will be provided whenever there are reports of HIV and AIDS diagnosis, low productivity levels, or employee absenteeism. Employees are also referred to EAP's when their physical wellbeing is endangered or when they are faced with psychological issues. Participants reported that other aspects that fall under EAP counselling are trauma counselling, workplace violence and matters relating to substance abuse. In support of the finding in the study, it is stated that EAP's have become standard interventions in most organisations. In South Africa, these programmes invariably contain an element to address the problem of the HIV/AIDS in the workplace (Anderson & Louw-Potgieter, 2012).

During this study, participants reported that they are faced with *informal sessions*, where clients would approach them without having a formal appointment, and start discussions relating to problems they are experiencing. Burnard (2013) supports this finding by providing evidence that informal counselling organically occurs in situations where there are many people, such as health care workers, social workers, volunteers and friends, who are able to help through listening and talking. In such informal counselling situations, the emphasis is less on scheduling regular meetings and there is no fee involved.

I-O psychologists reported that they are confronted with *marital and relationship counselling* situations. This would refer to situations where conflict had emerged in a client's life, and the participants had been required to handle aspects such as divorce, mediation and domestic trauma. Schreuder (2010) found that conflict management has been a key area of interest for industrial psychologists since 1960. Other I-O psychology research on this topic relates to the strain that has been placed on relationships as a result of work obligations, which is known to be an important factor in marital conflict (Koekemoer & Mostert, 2012).

Participants reported that *psychometric assessment feedback* can be considered a counselling situation, as feedback conversations often lead to counselling. Providing feedback on the outcome is an important aspect of psychometric assessment (South Africa Department of Health, 2011). Considering the potential harmfulness of psychometric tests the feedback process should be conveyed in a caring and sensitive manner to avoid doing harm (Foxcroft & Roodt, 2009).

Participants reported that counselling situations also involves clients discussing *personal problems* that they are experiencing such as burnout, work-life balance, and financial stress. According to Schreuder (2001), topics such as stress and maintaining a balance between work and family life have been receiving the attention of I-O psychologists since as early as 1980. I-O psychology has always been involved in the expression of concern for the welfare of workers this relating to job/family matters and stress (Landy & Conte 2004; Schreuder, 2010). *Personal problems* can be classified as a section that falls under personal psychology concentrating on the individual issues of individuals (Schreuder & Coetzee, 2010).

Counselling can encompass a wide spectrum of settings and can include *workplace counselling*. According to McLeod and Henderson (2003), it is described as the brief provision of psychological therapy and psychological interventions for the employees of an organisation made available by the employer. I-O psychologists facilitate responses to issues and problems involving people at work by serving as advisors and catalysts for business (SIOPSA, 2013). According to the participants, workplace counselling situations is understood to refer to employees who are experiencing personal problems. Landy and Conte (2004) suggest that there are many factors that may influence workplace behaviour that are not always found at the workplace. Many organisations have contracted counselling services, to ensure that these are available to their staff should the need arise for them to speak to a professional (McLeod, 2010).

Landy and Conte (2004) suggest that there are traumatic incidents that occur, which might not always be found within the work setting but still influences an individual's work behaviour. As a result, the I-O psychologist's role stretches beyond the work setting. From the research of Young, Koortzen and Oosthuizen (2012), it is clear that I-O psychologist work relates to dealing with trauma counselling situations.

From the results, it also became known that some I-O psychologist mentioned that their work is of such a nature that they are *not faced with any counselling situations*.

Notwithstanding the fact that students may take courses in I-O psychology at undergraduate level, it is at the post-graduate level that professional training in I-O psychology is taking place (Carless & Taylor, 2006). Therefore the *fifth objective* of the study was to determine if the practicing I-O psychologists perceive their training as sufficient for the workplace

counselling they have faced. I-O psychologists were also asked to discuss the type of counselling training they had received as part of their formal Masters training.

I-O psychologists reported that a component of their training consisted of practical application. In this regard participants visited external institutions where practical experience was obtained. Participants also engaged in role play sessions, which provided them with the opportunity to practice their skills. They also had to make presentations regarding the different counselling paradigms. According to literature an effective helping skills training programme include the self-read-and-do method, lectures, behaviour modification and role-play (Rothmann, 1996; Rothmann & van Aardt, 2002). As part of the participants' practical training, they were also taught relaxation techniques. Finally participants had to complete practical examinations concerning counselling.

From the results of the study, it was found that although a small number of participants felt that their counselling training had been sufficient, the majority of the participants felt that the training received had been insufficient. The participants particularly reported the practical counselling component of the training to have been insufficient. This correlates to research findings suggesting that students prefer postgraduate training that integrates practical experience with academic learning (Kirby & Hartstone, 1998). A revision of SIOP guidelines for postgraduate organisational psychology training (SIOP, 1999) acknowledged that past guidelines were ''too focused on theory and that training programs need to have a dual emphasis on theory and practice'' (p. 3).

The theoretical training I-O psychologists received were basic counselling training along with abnormal psychology training. Strümpfer (2007) mentioned that the I-O psychologist should have a training background in counselling, while Watkins (2001) is of the opinion that I-O psychology students must receive training in different psychological theories. This correlates with findings in the study. Participants reported that training in the different psychological theories such as the theory of Frankl and the theory of Rogers was received. Previous studies also utilised the model of Carkhuff and the micro skills provided by Ivey in the training program of students in the behavioural sciences (Kuntze, van der Molen & Born, 2009; Rothmann & van Aardt, 2002).

Other participants also reported that there had not been sufficient focus placed on counselling training and that as a result minimum counselling training had been received. Results of a

study conducted by Carless and Taylor (2006) shows that I-O psychology programs tend to focus on the traditional issues in I-O psychology, such as job analysis and personnel assessment and selection, and that soft skills (such as interpersonal and counselling skills) tend to be either electives or not offered at all in the course. It was felt that training was insufficient as a result of the curriculum being outdated, and in some instances the training was experienced by participants as being rushed.

The aforementioned might serve as explanation as to why so many I-O psychologist feel the need to attend additional counselling training. Participants reported that additional training was received regarding a diverse range of counselling approaches, HIV and Aids counselling, Psychometric assessments and trauma counselling. Evidence also suggests that in some incidents no additional training was revived.

The *final objective* of the study was to make recommendations for the future training of I-O psychologists regarding counselling skills. The participants reported that I-O psychology students would benefit from receiving additional training in emotional intelligence courses, conflict management, as well as HIV/Aids counselling in addition to formal counselling training. Van Vuuren (2010) states that I-O psychologists are affected by forces such as HIV/Aids and employee relations.

Participants reported that future students should be trained in the different psychometric assessment tools, as well as receive training on how to provide feedback on the results that clients attain for the various psychometric assessments. This is due to reports by participants that some psychometric assessment feedback can be considered to be a form of counselling. Additionally, participants reported that students should receive more in-depth counselling training, with an emphasis placed on the psychology aspect. Participants also felt that more attention should be placed on indigenous-focused counselling, or counselling that specifically based on South Africa's diverse culture, along with providing students with training on the various types of counselling models or theories suitable for the SA context. In addition, it was advised that trauma counselling should be included in the training of future I-O psychologists. Some participants also reported that students could receive training for raising the awareness for people's emotions. Training with regards to focus groups and team interventions was also recommended by participants.

Participants mostly reported that the curriculum should be *more balanced in terms of theory and practical application*, and that a fair amount of time needs to be allocated to both aspects. SIOP (1999) supports this finding, through their recommendation that more time needs to be allocated to counselling in relation to time spent on developing research skills. SIOP (1999) argued that learning should move from a position of emphasising academic learning to achieving a balance between academic and applied learning. It is therefore important that students are equipped with both adequate theoretical knowledge and practical skills that act as supplement the knowledge and skills necessary to be competent professionals (Corey, 2009).

Therefore participants also recommended that more time be allocated to the practical training. Having first-hand familiarity with the pitfalls, limitations, and constraints of a technique is different from having developed a sound theoretical knowledge of the topic (SIOP, 1999).

It was reported by the participants that basic counselling skills should be included in the training of students. Specific reference was made to listening skills and understanding the non-verbal communication of others. One participant mentioned that students should be equipped with skills to deal with difficult clients in counselling situations. Another participant said students should be trained on building empathy skills. This is in accordance with Kuntze, van der Molen and Born (2009) stating that the micro-counselling method proves to be effective in training psychologists in communication skills. Counselling communication skills training programmes are thus considered to be important in psychology curricula at tertiary level (Kuntze, van der Molen & Born, 2009).

No study is without limitations, these are reported next, and recommendations for future research are made.

LIMITATIONS

The following limitations was noted during the study: The first limitation of the study relates to the fact that interviews were only conducted in two provinces and as result the findings cannot be generalised across the rest of South Africa. A language barrier could have acted as a limitation during the interviews due to the fact not all of the interviews were conducted in participant's first language. Despite the fact that permission was obtained for the use of a tape recorder it could be possible that the anxiety of being recorded influenced the way the participants answered the questions. It could be that the level of experience in counselling influenced the answering of the questions. For example some participants might have experienced difficulty in answering the questions relating to counselling if very little or no counselling experience was present.

CONCLUSION AND RECOMMENDATIONS

An analysis of the results indicates that it is recommended that counselling be included in the scope of practice of I-O psychologists. The recommendations are made based on the final theme that was extracted, namely the inclusion of counselling in the I-O psychologists scope of practice. The rational for *including counselling in I-O psychologist scope of practice* relates to the fact that the participants' work environment requires them to work with people on a daily basis. This in turn results in the I-O psychologists frequently being confronted with counselling situations. Also, the inclusion will contribute towards making I-O psychologists better equipped and prepared to handle complex counselling situations. Participants mentioned that when confronted with a counselling situation, referral is not always an immediate possibility and thus the I-O psychologist needs to be able to address these situations themselves if it arises. Results indicated that including counselling in the scope of practice will make business sense. In conclusion participants felt that psychologist forms part of their title and for that reason the I-O psychologist is also in fact a psychologist.

It is however recommended that counselling be included in the scope of practice with reservations: Firstly it was noted in the results that counselling boundaries for the I-O psychologist should be defined. Furthermore the duration in which counselling can occur should be clarified, in terms of counselling being short term or long term. In addition it should be specified how many sessions the classified term should consist of. Lastly it is

recommended that in the case of practicing counselling necessary training should be obtained.

Implications for practice

The study aims to contribute to clarifying the role of I-O psychologist as counsellors and also contribute to identify the skills, competencies and knowledge required by I-O psychologists to apply in practice. This will ensure that the I-O psychologist can be better equipped for the workplace and the needs of the employee in the workplace in South Africa can be effectively addressed.

Counselling services in the business industry can address counselling needs that arise from accidents, alcoholism and drug addiction, marital problems and psychological conflict, career paths, legal matters, retirement and stress (Cristiani & Cristiani, 1979). The problems employees are faced with contribute to absenteeism and decreased productivity, which results in lowered profits. It thus makes business sense for organisations to benefit from the skills of counsellors (Cristiani & Cristiani, 1979). McLeod (2003) points out that workplace counselling offers the employer a service that is valued by employees, has the potential for savings by reducing sickness absence, takes pressure off managers through the availability of a constructive means of dealing with 'difficult' staff or situations, and contributes to its reputation as a caring employer. Conclusively the I-O psychologist as counsellor can make use of counselling skills and competencies to assist employees and in turn also benefit organisations.

The study finally also aim to contribute to available I-O psychology literature in terms of which counselling skills and competencies workplace counsellors are in need off. Consequently it is recommended that future research should focus on the development of a training module that could be included in the curriculum of I-O psychology students in South Africa. As a result it would also be important to consider how this training module would change the selection process for the post graduate training of students, as more counselling-oriented programmes would be incorporated in training programmes.

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CHAPTER 3

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

In this chapter the conclusions regarding the study are given according to the general and specific objectives. The results will be discussed according to the literature review and empirical study. The limitations of the research are discussed, followed by recommendations made.

3.1 Conclusion

Given the many discussions regarding the identity of the I-O psychologist in South Africa, the objective of this study was to research the I-O psychologists' role as counsellor.

The first objective of the study was to conceptualise the I-O psychologist according to the literature**. R**esearch shows that the work of an I-O psychologist goes beyond the boundaries of the workplace, which results in the I-O psychologist's task being more complex as more factors influence individual behaviour at work (Van Vuuren, 2010). Furthermore I-O psychology is ingrained in the larger field of psychology. The I-O psychologist is essentially a psychologist (Strümpfer, 2007) and his/her role should include that of being a counsellor (Barnard & Fourie, 2007; Pienaar & Roodt, 2001).

For the participants in the study, counselling was associated with *facilitation, helping, intervention and short-term intervention*. This is in accordance with the work of Rothmann and van Aardt (2002), who state that by practicing in the realm of behavioural sciences, there is an expectation that an I-O psychologist could be expected to facilitate processes in a diverse range of settings. In addition, participants view counselling as a form of helping. Literature indicates that the goals associated with counselling relates to helping clients overcome deficiencies to normal functioning as well as changes associated with developmental tasks at various life stages and supporting clients to reach higher levels of performance (Nelson-Jones, 2006). Participants regarded counselling as an intervention being in accordance with McLeod and Henderson (2003) who stated that an intervention serves as

the brief provision of psychological therapy and psychological interventions for the employees of an organisation.

The second objective was to determine what type of workplace counselling situations practising I-O psychologists are faced with. From the results it was clear that I-O psychologists face numerous and varied counselling situations including *career counselling, coaching, EAP counselling, informal counselling, marital and relationship counselling, psychometric assessment feedback, personal problems, workplace counselling situations and trauma counselling*. It was also found in the analysis of data that some participants have not yet experienced any counselling situations in their workplace. Schreuder and Coetzee (2010) states that I-O psychologists' work is intertwined with the field of career psychology and that as result career guidance and career development falls within the career psychology field. In support of the coaching situations that I-O psychologists are faced with SIOPSA (2013) stated that many I-O psychologists serve as coaches. Aspects relating to the wellbeing of employees are described as a construct associated with I-O psychology (Nelson, 2012). During this study it was reported that I-O psychologists are also faced with *informal sessions* where clients would approach them without having a formal appointment.

Other counselling situations I-O psychologists are involved in relates to clients experiencing problems such as *burnout, difficulties in achieving a work-life balance and financial stress.* According to Schreuder (2001), topics such as stress and maintaining a balance between work and family life has been receiving the attention of I-O psychologists. I-O psychologists have increasingly found themselves engaging in marital and relationship counselling. I-O psychologists facilitate responses to issues and problems involving people at work by serving as advisors and catalysts for business (SIOPSA, 2013). This confirms the findings in the study that I-O psychologist are faced with numerous different types of workplace counselling.

The third objective study related to conceptualising the required skills and competencies of an I-O psychologist according to the literature. Three themes emerged from the study: 1) the counselling skills required by I-O psychologists, 2) characteristics displayed by I-O psychologists during counselling and 3) counsellor competencies required by I-O psychologists during counselling.

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Participants reported that various counselling skills such as *attending, effective communication, ineffective communication, facilitation, following a process or model, interpersonal skills, non-verbal communication, probing, questioning, referral, reflecting, and trauma counselling skills are utilised during counselling.* In accordance with the participants, Carkhuff (2000) views attending as being the key skill that assists the counsellor in enter the client's frame of reference with the benefit of further stimulating communication and understanding. Effective communication includes listening, and, assist the counsellor in the process of helping the client; which in turn it also facilitates effective counselling (Burnard, 2013). Ineffective communication on the other hand, should be avoided (Mukherjee, 2005). Research conducted by Prendiville (2012) supports the use of facilitation as a counselling skill. Participants reported that interpersonal skills relates to the ability to read people. Gilbert (2007) states that interpersonal skills relate to the effective observation of an individual's behaviour. In addition participants mentioned non-verbal communication as being another important skill that can be utilised during counselling.

In accordance with the comments made by the participants, Nelson-Jones (2012) states that following a process or model during counselling is helpful, as it indicates the steps associated with different activities at specific developmental stages. Probing, according to the participants, is used as a counselling technique that allows the counsellor to obtain more information. Culley and Bond (2004) states that during counselling probing plays an important role. Reflection was also a key finding from the interviews. Kuntze, van der Molen and Born (2009) concur with this, stating that reflection is known as the mirroring of the feelings of another. The majority of participants also listed referral as an important skill to utilise during counselling. Finally, trauma counselling skills were reported by participants as being critical for their work, and evidence provided by Young, Koortzen and Oosthuizen (2012) supports this finding.

Participants reported that displaying *empathy* and having the ability to remain *neutral* and *objective* are key characteristics associated with counselling .Culley and Bond (2004) reports that although clients need to feel as though the counsellor is empathic towards them, the counsellor must balance this by remaining neutral through creating sufficient distance between themselves and their client to remain in a helpful and objective space.

The participants referred to two important counsellor competencies required by I-O psychologists during counselling, namely *maintaining scope boundaries* and *maintaining counsellor boundaries.* These competencies are also viewed by Sedan (2005) as relevant since counsellors are responsible for maintaining the boundaries, and that these boundaries are intended to keep both the client and counsellor safe.

The fourth objective of the study was to determine whether the practicing I-O psychologists perceive their training as having been sufficient for the workplace counselling they face. Strümpfer (2007) believes that more in-depth counselling training should be received by I-O psychologists. The results support this fact due to the majority of participants regarding their counselling training during their Masters training as having been insufficient. Research in support of these findings states that the current I-O psychology curriculum does not adequately address training needs of I-O psychologists (Barnard & Fourie, 2007).

The *final objective* of the study was to make recommendations for the future training of I-O psychologists regarding counselling skills. Participants mostly reported that the curriculum should be more balanced in terms of theory and practical application, and that a fair amount of time needs to be allocated to both aspects. SIOP (1999) is in support of this finding, stating that learning should be positioned in such a way that a balance is attained through emphasising academic learning as well as applied learning. In addition, it was recommended in the previous chapter that additional time should be allocated to counselling training in support of SIOP (1999) which recommend that more time be allocated to counselling training as compared to other aspects of the course. I-O psychologists also recommended that more time should be allocated to practical training, which is supported by research conducted by SIOP (1999).

3.2   Limitations

The following limitations were noted during the study: The first limitation of the study is that as a result of the research being conducted in only two of the nine provinces of South Africa, the findings cannot necessarily be generalised across the entire population of South Africa. Not all of the interviews were conducted in the participant's first language and the possible language barrier that may have arisen as a result could have served as a limitation.

While the participants had provided written consent for the use of a tape recorder during the interviews, it could be possible that the use of the device resulted in anxiety. In turn, the use of the voice recorder might have influenced the way the participants responded in answer to the questions. Some participants might have more in-depth counselling experience which might have influenced the way in the participant answered each questions. In cases where very little or no counselling experience was present, participants might have experienced difficulty in responding to the questions.

3.3   Recommendations

Notwithstanding the limitations, the research findings in the study have important implications for the field of I-O psychology and should be discussed. The presented recommendations originated from the final theme that was extracted. From the findings of the study it is recommended that counselling be included in the scope of practice of I-O psychologists.

From the study, it appears that I-O psychologists feel as though their work environment is of such a nature that they work with people on a daily basis and therefore, I-O psychologists are confronted with counselling situations. Including counselling in the scope of practice will contribute towards making I-O psychologists better equipped and prepared to handle counselling situations when confronted with it. In cases where I-O psychologists are confronted with counselling situations, a referral to another professional is not always an immediate option and therefore it important that I-O psychologists have the necessary skills and training to equip them to handle counselling situations successfully. Furthermore including counselling in the scope of practice will make financial sense; as organisations can combine roles and only need to appoint a single professional.

Despite the recommendation for the inclusion of counselling in the I-O psychologist scope of practice, it is nevertheless recommended that counselling is included in the scope of practice with reservations: It is important to consider the boundaries in which the I-O psychologist can counsel. Therefore it is recommended that the boundaries are clearly defined. Furthermore it is recommended that clarification is obtained regarding the duration in which counselling can occur. It is recommended that it should be specified exactly what short- and long-term

counselling constitutes. The final recommendation made by this study is that tertiary institutions should consider developing counselling, psychotherapy and psychological theories modules to train I-O psychology Master students. Until such a time however, it is recommended that I-O psychologist invest in training opportunities to gain sufficient skills in order to effectively address the needs of the employees in need of support, or who might experience a crisis in the workplace. In addition the selection process for post graduate studies should be adjusted accordingly.

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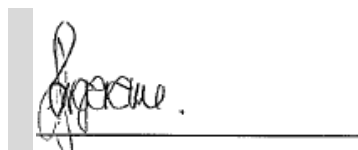
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APPENDIX A

INFORMED CONSENT FORM: RESEARCH PROJECT	
TITLE OF THE PROJECT:	The I-O psychologist as Counsellor
SCHOOL:	School of Human Resource Sciences
PROJECT HEAD:	Dr. LI Jorgensen
PROJECT MANAGER:	Dr. LI. Jorgensen Ms. H. Barkhuizen
REQUIREMNETS TO PARTICIPATE IN THE PROJECT:	Should have at least completed a Masters degree in I-O psychology; be fluent in English.
PURPOSE OF THE PROJECT:	Research the I-O psychologists' view and experience regarding counselling.
EXPECTED OF THE PARTICIPANT:	To participate in a voice recorded interview
POTENCIAL DISCOMFORT/ DANGER:	No danger associated
TIME FRAME OF THE INTERVIEW:	30-60 minutes
DISCLOSURE OF INFORMATION REGARDING THE FINDINGS:	Feedback on completion of the project will be provided if requested.
PRECUATIONS TO INSURE: CONFIDENTIALITY AND ANNONIMITY	Information is only made available to the project head; Results are reported anonymously.

CONTACT INFORMATION:	Dr. LI Jorgenson: 018 299 4309
	                         10094598@nwu.ac.za
	Ms. H Barkhuizen: 0823895133
	                         barkhuizenh@gmail.com

AS PROJECT HEAD, I CONFIRM THAT THE ABOVE-MENTIONED INFORMATIO IS TRUE AND CORRECT

(signature)
_____

PROJECT HEAD: DR. L. JORGENSEN   DATE: 12/11/2013

You are invited to participate in the above-mentioned research project based on the following principles:

No.	PRINCIPLES OF PARTICIPATION
1.	Participation is voluntary and no pressure may be placed on you to participate in this project.
2.	You may not be bribed to participate in this project. It may be that you yourself may not derive any benefit from the project, in which case the knowledge that will be acquired through the project will be to the benefit of other.
3.	You are free to withdraw from the project at any time, without disclosing any reason. You may also request that your data is not used in the project.
4.	By agreeing to participate in the project, you grant permission to the use of a voice recorder during the interview.
5.	By agreeing to participate in the project, you grant permission that the data, generated from the project can be used accordingly.
6.	You can receive feedback with regard to the results of the project.
7.	You are encouraged to direct any questions that you might have relating to the project, to the project head at any time.

CONSENT:

I,_____ the undersigned, have studied the preceding information pertaining to the project and have also heard the oral version thereof. I was offered the opportunity to ask any questions or to discuss relevant aspects with the project head. I hereby declare that I am a voluntary participant in the project.

_____

PARTICIPANT: DATE:

PERSONAL INFORMATION OF THE PARTICIPANT

Name:		
Surname:		
Gender:		
Age:		
Home language:		
Practicing in the field of:		
Current position:		
Job description:		
Highest qualification:	M.Com/M.A. Industrial Psychology	X
	Ph.D. Industrial psychology	X
Year obtained:		
PS number:		

APPENDIX B

Interview Guide

I want to thank you for taking the time to meet with me today. My name is Hanri Barkhuizen and I would like to talk to you about the I-O psychologist as counsellor, more specifically, your view and experience regarding counselling.

The interview should take about a one hour. I will be making use of a voice recorder because I don't want to miss any valuable information. Therefore, please be sure to speak loud and clear so that I don't miss your response to the questions.

All the responses will be kept confidential and your anonymity is ensured.

I want to remind you that the study is voluntary and that you can end the interview anytime you wish. Please take note that you may also withdraw after the interview have taken place my contact details is on informed consent form.

Do you have any questions?

If you are willing to participate in the interview, please sign at the bottom of the page.

During the interview 7 questions will be posed to each participant:

1.   In your own words what do you regard as counselling?

2.   What type of workplace counselling situations are you faced with?

3.   What kind of counselling skills are you required to possess?

4.   What type of counselling training did you receive during your masters training?

5.   Did you receive any additional training?

6.   Can you make any recommendations relating to the development of the skills required by the I-O psychologist as counsellor?

7.   In your opinion do you believe that counselling should form part of the new scope for I-O psychology?