

HUMAK UNIVERSITY OF APPLIED SCIENCES

THESIS

IMAGINE, DESIRE, ACT – SUCCESSFUL COUNSELLING

A Case Study of the Youth Support project

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ABSTRACT

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<p>Abstract</p> <p>The aim of this thesis is to study the methods used in counselling young people and the things that affect successful counselling. This is a case study concentrating on the methods used in counselling in Youth Support project. North Karelia Municipal Education and Training Consortium is the main operator in this project. The Consortium has some partners, such as the city of Joensuu's workshop for young people and other projects situated in North Karelia. The objects of the study are the methods used by the counsellors in the project and their experiences on counselling young people. In addition, this study looks into the elements of a good and successful counselling should contain.</p> <p>The method of the study is theme interview. The material for the study is gathered by interviewing five of the project workers. The material consists of six hours of interviews that were taped and written. The interviews were not written word-for-word; only the most essential information was collected according to themes. Notes made during the interviews were used to support the transcribing process. The interviews were analysed and the results were recorded according to themes.</p> <p>The theoretical framework of the study is based on constructivism, sociodynamic counselling and dialogical counselling. The counselling methods are based on these theories. The most significant theories are developed by R. Vance Peavy. The project workers have revised these methods to fit the goals of the project. The study turned out that all the counsellors use same methods. The most important methods are motivation interview, steps of the future, life space, open questions and profession cards. In addition, the counsellors use social media as a counselling method, especially Facebook.</p> <p>The most important elements of counselling turned out to be confidence, time, inspiration, voluntariness, experiences of success and humanism. A lot of time is spent on counselling and creating a confident relationship with the young person. Enough time has been reserved for the appointment and the appointments recur as many times as needed. Creating a confidential relationship with the young one is the corner stone of the counselling. If the young one does not trust the counsellor, he/she will not show up and thus misses the support and help. Confidence is an important factor also in giving young people the chance to affect their own decisions. The experiences of success that come from assignments related to counselling and from preparatory studies will improve the young people's self-esteem and help them to get on with their life. Counselling has succeeded when the counselees realize that their own repetitive way of functioning stands as an obstacle to moving forward. Participating the counselling is voluntary. The counsellors see that voluntariness is important and it helps the counselees to participate more actively. Humanism shows in counselling in the way the counsellors treat the young ones equally and how they take the young ones' life situation into account.</p> <p>It will be a challenge how the methods experimented in the project will be put into operation in e.g. counselling in schools. The counselling practices of the project require more time and personnel than schools usually can provide.</p>	
<p>Keywords participation, exclusion, counselling, equality, education, confidence, success, dialog, sociodynamic, constructivism, empowerment</p>	

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1 INTRODUCTION

“Counselling is an integral aspect of guidance. It refers to purposeful relationships, which help individuals to understand and cope more effectively with themselves and their circumstances” . (Ofsted/DfEE 1998).

In English language there are many words for helping and guiding people: counselling, guiding, supervising, tutelage. In this research I will use the word counselling to describe career and study counselling and helping young people. Counselling means more like doing together than doing for someone. If one is helping a young person one ends up very easily doing something for him/her. Guiding is more like showing the direction.

The aim for this research is to find out what kind of possibilities, methods and principles there are for successful counselling. This research is based on the methods of the Youth Support project. They have been very successful in guiding young people. The aim for Open College and Counselling and Guidance Office, which are a part of the Youth Support project, is to help young people to control their life situation, to get knowledge from working life and to improve the possibilities to be accepted into schools.

The young people taking part in this project are encouraged to active participation. To this active participation the young people need a lot of long term and professional support. The counselling goes on with individual aims which vary from everyday life support to finding a job. The Counselling and Guidance Office has offices also in the province of North Karelia, so the young people living outside Joensuu are able to use the services.

Young people in Finland are doing both well and not so well. Mental health problems have increased and more than half of the recipients of income support are young people. (Finnish Youth Co-operation Allianssi, 5). According to a research of youth transition from childhood to adulthood, life has become reclusive, longer and risky.

The usual path from education to employment and family building is more complex, non-linear, occasional and more vulnerable than it used to be. Today young people have many options available to build their careers; a great variety of educational choices. They have possibilities to qualify through non-formal education, combining work, studies and leisure activities. It is also the uncertain labour markets which force young people to move from one job to another. (Siurala 2006, 8.)

About seven per cent of young people do not continue their education after comprehensive school and approximately 200 adolescents are left without a comprehensive school certificate. Student welfare services and health services for young people must allocate additional resources for preventative work. It is necessary to pay attention to young people in their transition from basic to upper secondary education and training. The proportion of those left outside of further studies has increased during the past years. The multi-professional cooperation in the field of youth work must increase. The Ministry of Internal Affairs has asserted that social exclusion is the most serious internal threat in Finland. Their focus is especially on the social exclusion of children and young people and the inheritance of these problems from generation to generation. The costs for the society of someone who is socially excluded in his/her youth are 1.2 million Euros during the person's entire life. Social exclusion is linked to dropping out of school. Secondary level education is a decisive factor in getting a job. (Finnish Youth Co-operation Allianssi, 6-17). The purpose of the Youth Support project is to answer these questions, and it aims for decreasing exclusion.

In other similar projects the experiences are similar to those in the Youth Support project. For example, the Varikko project's research made in a vocational school in Mikkeli studied how the situation of life affects to interrupting studies. Moving from one education to another is caused by the problem of choice and selecting. Suspension as the secession of the school system means that suspension is a crisis of life or it is a conflict between a young person and the school. The main reason for suspension seems to be an unsuccessful choice of vocational selection, problems with motivation, learning disabilities, problems with relationships and accumulation of problems. (Varikko project 2006). In this research, I am not taking a stance on the reasons of suspension and exclusion. I will in my research concentrate on finding out the

workable tools and methods of counselling and finding out the key elements of successful counselling.

The VaSkooli project was carried out in the sub-region of Turku and Salo in 2004-2007. The project created a model for multi-professional measures of counselling and support, flexible working life cooperation, ensuring sufficient amount of suitable education, supporting the responsibility of parental education, improving the life control of the students and increasing their experiences on working life. During the VaSkooli project, the researchers discovered that when a positive effect was to be made on a young person's life, it was particularly important that the counselling was individual and that the counselling occurred on a regular basis. (Kivelä & Ahola 2007, 136 – 138.)

Kautto-Knape (2012, 63 – 84.) has in her doctoral thesis processed the social situation met by the young in their schools. In her study she has interviewed young people who have been classified as underachievers by the educational institution. The young people have felt ashamed, experienced fear, getting provoked, stepping aside and giving away in the learning situations. These social processes come out in student-teacher interactions and they can cause the young one to interrupt his/her studies. I became interested in the subject of the doctoral thesis and wanted to study the counselling methods with which the young people who are disappointed with school can be brought back to studying.

In this research I will first introduce the Youth Support project's background, main goals and the future of the project. My research is based on theories and methods of constructivism and sociodynamic counselling. I will survey the main principles of these theories. As a research method I'm going to use theme interview. After analysing interviews, I will introduce the tools, methods and the key elements of counselling rising up from interviews.

2 THE YOUTH SUPPORT –PROJECT

In this chapter I will introduce the main point and principles of the Youth Support project. The main goal for the project is to work with young people who have "fallen off the tracks of society". They have dropped out of studies once, twice or more often, they have not attained a job or have not been able to retain a job. Many young people have difficulties with life management, they may be homeless, their financial resources are meagre and their family situation may be intolerable. In addition, their future plans may seem unclear. The tools for the project and the counselling methods chosen for this study interested me a lot. All counsellors share the same methods. It should be taken into account that the counsellors are there for the young person in the counselling situation, and that the counselling situation is unhurried and uninterrupted.

The Open Vocational Institute and the Guidance Office project aim at improving the situation of the young people who are outside education and working life by helping them to get an education, to improve their life management skills, to receive experience on working life and to improve their educational and studying skills. The counselling supports the active participation of the young in various ways. Young people often need long-term expert counselling beside them to cope with this. The Guidance Office project has expertise on counselling, knowledge of the educational structure and qualifications, and methodical know-how.

Methods are based on the theories of R. Vance Peavy's and M. Leiman's theories. Common things for these methods are the measures that empower young people and courage them to participate. Leiman (2007) also emphasizes giving time and privacy to the counselling. The counsellor has to be present in the situation with every fiber of his/ her being. In the following paragraphs I will tell about the backgrounds of the project and about the reasons why the project was started. I will also deal with the present and the future of the project.

2.1 Background

The Youth Support project plan was made in the autumn of 2009. The project started on the first of December 2009 and the scheduled ending day was the end of December 2013. It is funded by the European Social Fund and the Finnish Employment and Economic Development Office. North Karelia Municipal Education and Training Consortium is the main operator in this project. The Consortium has some partners, such as the city of Joensuu's workshop for young people and other projects situated in North Karelia. (Project plan 2009.)

The reason why this project was made was the increasing unemployment especially among young men. The unemployment of men aged 20 – 25 was strongly growing in North Karelia in 2008. The main aim for the project was to find a way to give support for young people and find different solutions to solve the problems. One target group for the project is under 17- year- old boys and girls who do not have a place of study or a work place. The second target group is young people aged 15 – 25 who do not have a postgraduate study place or a working place. They are the main target group for this project. The third group consists of young people who have graduated but do not have any working place or another study place. The fourth group is young people who have dropped out of school. (Project plan 2009.)

The essential tasks of the project are developing new concepts and strengthening the existing conventions. The measures that are used are:

- Organizing youth work organizations and authorities co-operating (Organizing cooperation between youth work organizations and authorities?)
- Training model for the counsellors and authorities
- Multiform counselling and dialog for youth
- New models to activate the young people and testing the models
- Developing a new open college system
- Developing a new workshop model
- Possibility for young people to improve their grades

- Developing counselling for the young ones who are drop-outs from school
- Using social media to support young ones (Project plan 2009.)

At Open College it is possible to study the modules of vocational studies and familiarize with different sectors of vocational education. The counselling and guiding office provides information, counselling, guiding and advice on different alternatives of education and working life. Young people can have individual counselling discussions. Since autumn 2010 young people have had the possibility to complete their studies at Open Vocational College according to the curriculum of North Karelia Municipal Education and Training Consortium that is based on the relevant national core curriculum. (Avoim ammattiopisto 2010.)

Students can study compulsory subjects, such as common subject e.g. mother tongue and literature, second national language, foreign languages, mathematics, modules of vocational studies or complete unfinished vocational studies. The Open College studies are a part of the labour policy education. The Open Vocational College lowers the step towards an upper secondary vocational qualification and speeds up graduating from vocational qualification. Functional and alternative learning methods bring flexibility to the learning process and to the personal study plan (PSP). Through Open College studies, young people can familiarize themselves with on-the-job-training and the sectors of vocational education they find interesting. (Avoim ammattiopisto 2010.)

During their studies the students can have personal counselling and support. The Counselling and Guidance office provides low level career counselling services that are easy to access. They will have information on and advice of different alternatives of education and working life and counselling for their future plans. They can have support for their daily routines also in form of group based action. The career counsellor helps them to plan their own professional and occupational development, gives vocational counselling, and helps them to apply for different services. The aim is to find chances that suit best one's life situation, facilities and hopes. The most important point is that a young person is never left alone. The eCounselling and eGuidance office comprises information-, guidance and counselling services on the Inter-

net. Young people can easily get connected with the career counsellors on Facebook, Messenger or Skype at given times. Internet based counselling is one choice for getting help to the Internet generation. (Avoim ammattiopisto 2010.)

2.2 The Youth Support –project autumn 2012

In Figure 1 we can see the process of the counselling and support in the project. The main purpose is to support the young people to the active participation using different methods and various cooperation partners.

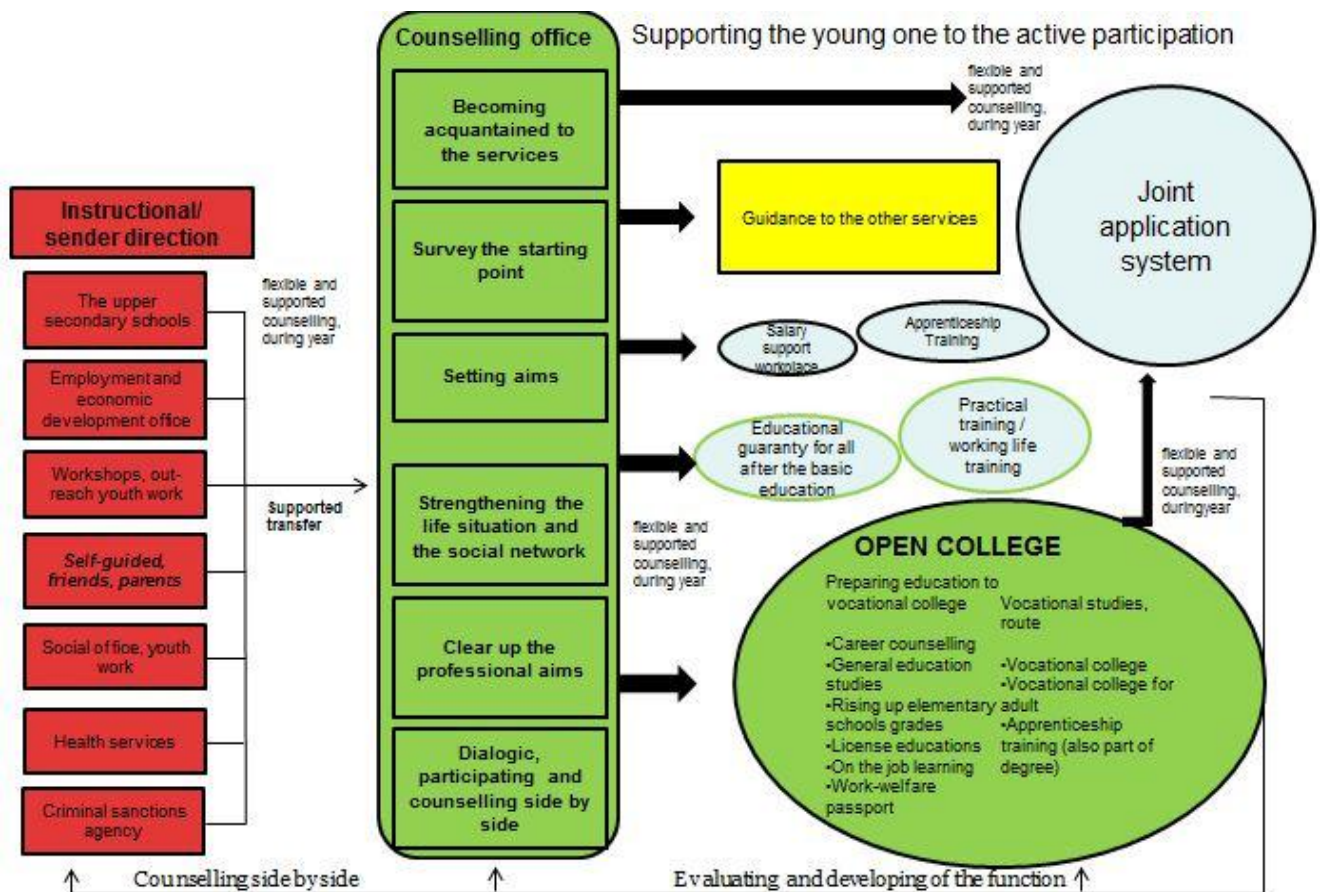


Figure 1. Process flowchart. (Vornanen 2012.)

Supported transfers from one phase to another have a significant role in the operational conventions of the project. The young person is transferred from one situation

to another by supporting him/her. The young person is provided with support and counselling during the whole process. The process that has been started will be continued until the young person is ready to move on in his/her life.

Clients are mostly young people who no-one takes responsibility of. Contacting the previous schools and authorities does not seem to belong to anybody or any organisation. Souto (2012) is asking how those young people can get counselling and career counselling which pay attention to young one's holistic life situation. Young people make their choices very quickly and they may have chosen the same sector of vocational education as their friends. One reason behind the choice can be that the young one has tried to get rid of his/her bully or bullies. The young one chooses the alternative he/she knows the bully has not chosen. He/she chooses the opportunity which will surely give him/her a place of study. There is the opportunity that parents or the counsellor or the authorities force him/her to choose. The young one may want to move from the neighbourhood and choose a school far away from home. Choice of the study program can be done by impulse or it is a compulsory choice limited by social factors. (Souto 2012.)

The reasons for interrupting studies are very individual and multiform. According to Souto, the repeated reasons are mostly problems at home (intoxicants, violence, divorce, mental problems and poverty), bad school experiences, learning difficulties, school bullying, experience of indifference, loneliness, fear of social situations, mental problems and losing confidence to adults. (Souto 2012.)

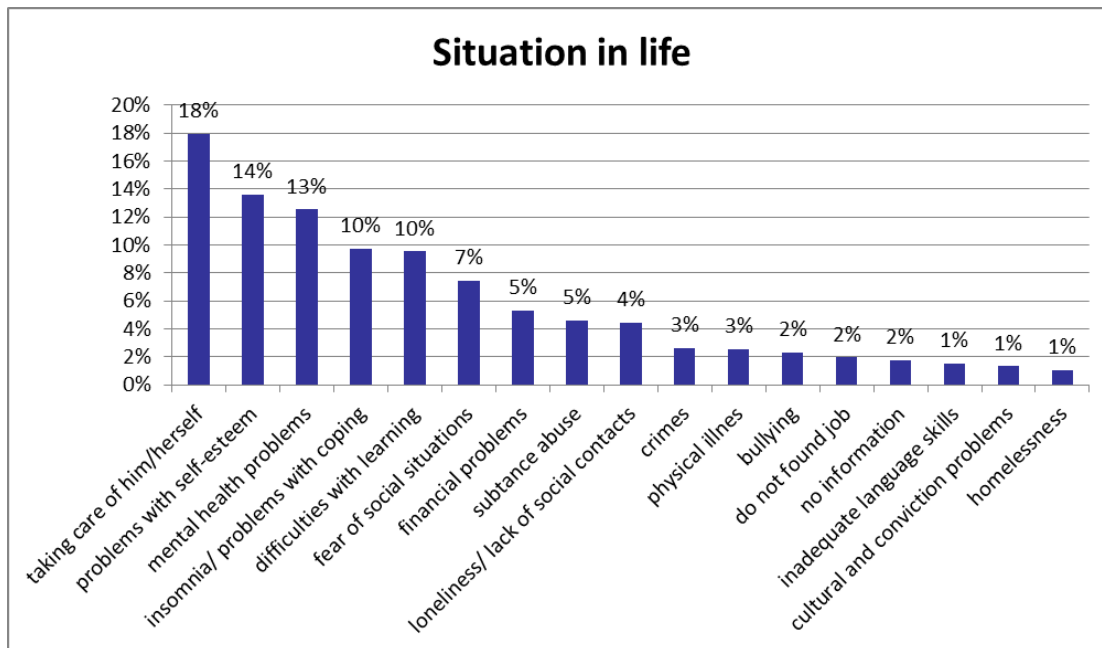


Table 1. The situation in life (Vornanen 2012)

The staff of the Youth Support project asked the young people which kind of situation they were living in when they took part in the project (Table 1). We can say that most of the young people have experienced hard times. They have problems with taking care of themselves; they are lacking self-esteem and have mental health problems, fear of social situations and problems with coping. When one has such problems in one's life it is impossible to concentrate on studies or work. (Vornanen 2012.)

At the end of October 2012, 697 young people have taken part in the project. About 38 % of them have been short time clients and the rest long term clients. Short time clients have counselling from one appointment to two to three months, once a week or once in two weeks. The project offers the services in whole North Karelia. Most of the young people come from Joensuu (70 %) and are men (53 %). If we look at the ages of the young people, there are 40 % 17 to 19 year-olds and 39 % are in the age group of 20 to 22 year. Most of the young ones taking part in the project have graduated from basic comprehensive school; only about 24 % of the clients have gone to vocational school or high school. Fifty per cent of the young people have dropped out of school once. Twenty-one per cent have dropped out twice or more. (Vornanen 2012.)

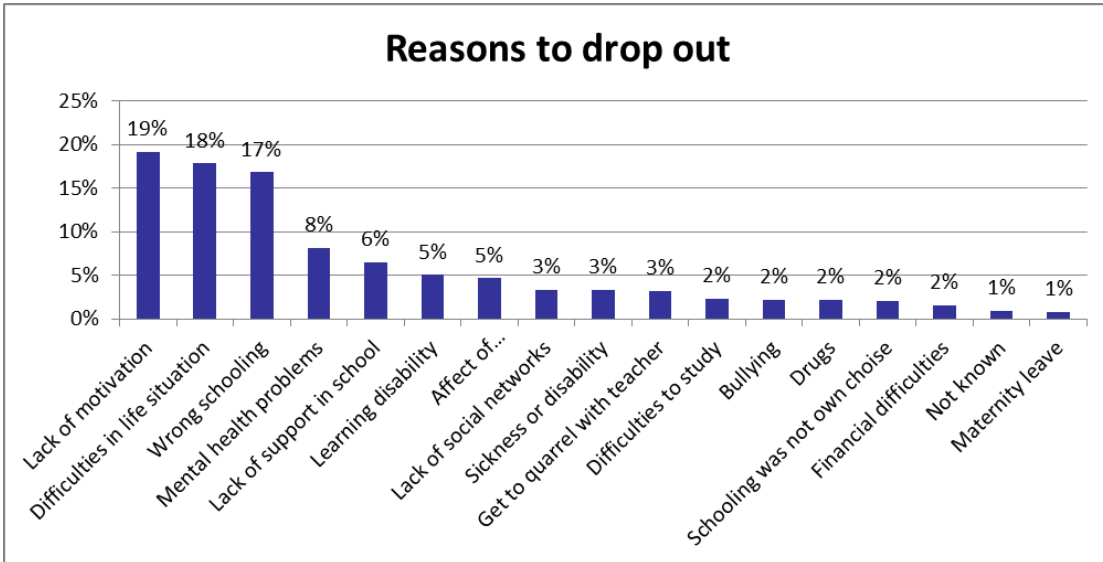


Table 2. Reasons for dropping out. (Vornanen 2012.)

The young ones have told the reasons for why they have dropped out of school (Table 2). The three biggest reasons have been lack of motivation (19 %), difficulties in life situation (18 %), and 17 % have chosen the wrong education. In spring 2011, 114 persons were taking part in counselling or studying in open college. 88 of them had applied to further studies. 75 of them got a place of study and 62 of them were still studying in spring 2012. (Vornanen 2012.)

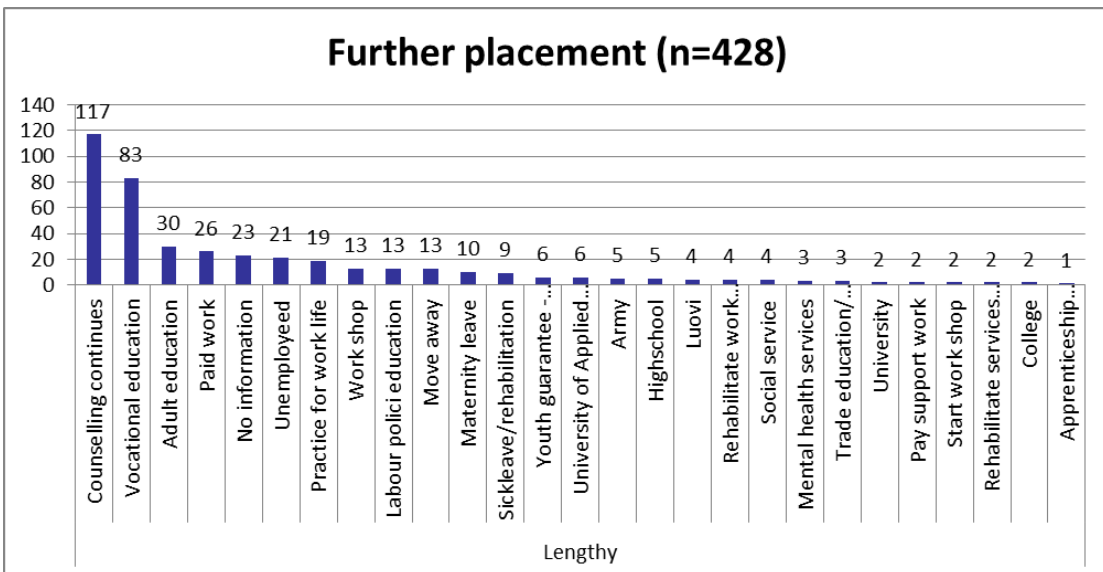


Table 3. Further placement. (Vornanen 2012.)

The counselling continued for 27 % of the young ones, 19 % have a place in vocational studies and 7 % in adult education. Six per cent have place of employment. 48 % of the clients of the Youth Support project have either a place to study or a workplace (Table 3).

2.3 Future of the Youth Support project

December 2012 the project got further funding and it will continue till the end of September 2014. There was a lot of arguing about the further funding.

The project has been successful. It has received a lot of positive feedback. The continuation for application is aiming to regularise the practise. It is reasonable to continue the project for the whole term from autumn to spring. Autumn and winter are the active time to reach the young ones to take part in counselling and education. Existing services are not answering the individuals' needs and that is why it is important to develop new ways to act and educate the young ones. The Youth Support project has co-operational partners who know each other's way of acting. In counselling, they use method of dialog (DON) which is based on cognitive-analytic therapy, which means flexible and customer-oriented interaction. The idea of this method is to make the young one to change his/her way to act in problematic situations. It takes time to introduce this method. The project is taking over this method in a good way. It is meant to have a completed method for counselling which meets the needs of the young people. One aim is to develop the function of open college. It can be one way of avoiding marginalization and social exclusion. It is possible for the Youth Support project to cooperate with the Youth Guarantee project. So, it is possible to offer services to those who are under 30 years old and are in danger of being excluded; and it offers the possibility to serve the whole county. (Project plan 2012.)

3 CONSTRUCTIVISM AND SOCIODYNAMIC COUNSELLING

In this chapter I will clarify the basics of constructivist and socio-dynamic counselling. My study is based on R.Vance Peavy's thoughts and theories. Peavy's (2001) methods are strongly at present in the counselling in the Youth Support project. The counselling in the project is based on sociodynamic thinking and it is completed with dialogism (DON) (Leiman 2007) and problem-solving salience.

3.1 Aspects of constructivist counselling

The constructivist aspect of counselling shows in the way that young people actively participate in solving the problems and nodes of their life. Young people use their earlier experiences and previously learnt things in new situations and therefore participate in the development of their own condition. The role of the counsellor is to guide, not to teach or pressure a young person to make decisions. This way the young person learns by doing and the counsellor acts as a mentor. A guided participation offers a young person a chance of change and to participate in actions that provide him/her with experience that improves his/her opportunities in becoming situations.

Constructivism is the widest and the best known trend of the cognitive theory. The emotion includes in constructivism and the social construction of knowledge include to cognitive aspects. One cannot understand the emotions of the young people if their sociocultural background is not known. Learning is individual, but it needs social community to be developed. In constructivism, the main focus is on emotions and on social interaction, but one should not forget the importance of communication and environment. (Ojanen 2000, 40 - 41.)

In constructivism, only the learners themselves can learn from and reflect their experience. Self-guiding and dialogism help the learner to grown up. Counselling is a process and young people are using counselling to make choices, decisions and they

value and analyse their own knowledge. The counsellor can help young people to evaluate their life and what has happened and help them to discuss their own and the surrounding reality. During counselling evaluation is not only about analysing events, it is the way to counsel knowledge, understand one's reactions and acts and construct new ways. (Ojanen 2000, 56 – 72.)

A constructivist counsellor thinks that there are multiple realities, rather than one true, objective reality. That does not mean that all realities are equally useful, but the counsellor can make distinctions between better and worse realities. We do now live in a social world, which is constructed through interaction, communication and inter-relating. In constructivism, the language is the key tool. A human needs words to get things done. A constructivist counsellor knows that the personal aspects of the person being helped are very important. One has to always be aware of clients' social participation and it is important to the counsellor to learn to work directly with the ongoing life experience of people. The clients are not cases, diagnoses or stereotypes. (Peavy 1997, 38 – 41.)

According to Peavy we can use different tools which are useful in constructing life space understanding. Understanding the holistic situation, clarification and communication, we need the know-how of the counsellor who is the expert of constructivism. The different tools are: dialogical conversation, questions which elicit life experience, metaphors, life-space mapping, the explication of critical life experience and counterfactual experimentation with the unique. When highlighting the characters of dialogical counselling, the counsellor can be seen as a coach or a mentor. The aim of constructivist counselling is to get a new aspect in issues we are handling. It is possible, for example, to change the problems into challenges to be solved. (Peavy 1997, 83 – 84.)

3.2 The principles of sociodynamic counselling

Peavy (1997) says that counselling provides a person the opportunity to examine the implications of his/her life the way he/she is living it; and thereby gives consideration to alternative paths he/she might live in the future. SocioDynamic is Peavy's trademark and it is based on constructivist counselling and it also incorporates ideas and knowledge from other disciplines. (Peavy 1997, 10-19.)

In sociodynamic theory it is important that the view of the student is in the highlight in all acts. Counselling can focus on one person or on groups or even on the society. The aim for counselling is to increase the capability of the individual or the society. This can be understood as the individual's or the society's ability to create, identify and reach for the goal they have set to themselves. (Vanhalakka-Ruoho 2004, 178–180; Vuorinen & Sampson 2002, 47–48.)

When counselling is a negotiation between the counsellor and the client, it is considered the best type of counselling. It provides clients with the capability to influence in his/her life the way he/she wants to using conversation as a method. The counsellor offers the client his/her time, attention and respect. The aim for conversation is to research the situation, to be heard and to feel better. Counselling can be socializing, teaching, coaching, guiding, encouraging, inspiring, giving challenges, helping and tutelage. The aim for counselling is to help the client to live a more balanced life and put his/her dreams into practice and create him-/herself as well in work as in civil life. Counselling can be remedial, preventive or improving. In remedial counselling the focus is in solving problems, preventive counselling fights problems; and in improving counselling the counsellor advances positive improvement. (Onnismaa 2007, 7.)

Counselling is not about giving advice, because when asking advice the student gives the counsellor a position of service provider, which means that the student introduces a problem and the counsellor gives the solution. Peavy accentuates interaction between the student and the counsellor and that the counsellor should be aware of his/her act in all counselling situations. The counsellor should listen, pay attention to how he/she discusses, what assumptions and prejudice he/she has and what

physical and emotional reaction he/she has in the situation of counselling. The counsellor's character is as important as the method he/she is using. There is no method better than the other. People who are coming to have guidance have many different individual needs. Most trends of counselling have some common attributes. The relevant difference between the trends is the role of the counsellor; whether the counsellor is primarily an expert or an ally, or if he/she is an adviser or a catalyser. The biggest difference between the methods is the way to treat the clients' emotions. (Peavy 2006, 29 – 36.)

Counselling is based in cooperation; both the counsellor and young people are experts and they have the same goal. Everyone interprets things and events in their own way, and the counsellor and the young one research together what moving on really means in one's life.

Peavy says that sociodynamic counselling means philosophy of helping people and it has a view for modern social life and the meaning of character of selfdom. Values of sociodynamic counselling are hope, possibility to make choices, freedom to choose and responsibility. Counselling is a process. This process conveys care, hope, encouragement, clarification and activation. When young people are thinking how to live their life, it is possible to help them put together the sociodynamic view, philosophy and practical counselling. We have to show respect for our clients. A young person will be accepted and honoured as the person who he/she is and will be. One principle of sociodynamic counselling is that the counsellor should respect his/her client. It is based on young one's uniqueness, selfdom, and personal exemption. Common things for people are they experience, cultural identity and they should be empowered themselves. Most young people are active, creative and they have the capability to find answers and solutions to their problems. When there are no distractions and the learning environment is peaceful, they have skills to direct their own life. A young person is the expert of his/her own life experiment and he/she may have more knowledge and information about his/her culture. (Peavy 2006, 53–54; Peavy 2001, 18 – 20; Peavy 1997, 18 - 25.)

According to Peavy (1997) the seven principles of the sociodynamic theory are:

- 1) We live in the world of many realities.
- 2) People's world has been socially constructed.
- 3) People's tool is language and it will offer the keys for the constructing of personal and social realities over and over again.
- 4) The personal significances, operation and interaction in the experience of the moment and in the social life are focus areas of the counselling.
- 5) The concept of the metaphoric ego is central in the constructivist counselling. The metaphoric ego is a polyphonic taking shape and complex significance wholeness which the memory and the language define. The second tool of the counselling next to a dialogic discussion is the use of the stories and metaphors. According to a constructivist view, the metaphors help the counsellor tell the story of the one to be directed to interpret the counselling better than before. The metaphors uncover the new points of the view to the significance of the story.
- 6) The people make their observation and operate in the context formed by each other and the environment
- 7) The cultures are plans of the living. In the counselling process, the learning of the members of the culture is helped so they can move to the new culture and can practice orienteering in it. (Peavy 1997, 43 – 44). Sociodynamic theory has similarities with the methods of dialogical counselling and advising (DON).

The central element of the sociodynamic counselling is caring, giving hope and support. To care is to recognize our interdependence and need for mutuality. It also includes communication between people, giving and getting. The counselling is a shelter where support, hope, clarity and scope for action are given. The counselling relation can offer a temporary emotional protection. The fact of counselling is that the operation is always based on the counsellor's interpretation of the situation and it is reasonable in this sense. Others acts and message can be understood without agreeing. (Peavy 1997, 20 – 23).

One central objective of sociodynamic control is to help the client to use his/her own resources (compare to DON, chapter 3.3). The counselling of resources is connected with the counselling of the young one's own thinking, emotions and goals and to the identification of the situation of life. The best way to make this possible is to develop a new frame of reference along to the young one to interpret the events and experi-

ences. The young one brings his/her whole life to the counselling situation in which case the past is also present. The counsellor should guide the client to find his/her own voice and get the power of the story he/she is telling. On the other hand, the young ones often try to confirm their earlier beliefs without questioning them. The young ones do not believe what they see but often see what they want to believe. In this process, the young ones are helped to find themselves internal criteria they can use to help when making choices and decisions and estimating and analysing matters. (Peavy 1997)

At the background of life planning there is the assumption that the young one always brings the spectrum of his/her whole life to the counselling situation. According to Peavy, the young one has to be understood in relation to his/her own life field. When researching a life field, one must be ready to perceive a repeated phenomenon and pay attention to what kind of links and networks the different phenomena in the life of the young one form. Work, learning, matters related to health and corporality and spirituality are examined in the human relations (what are the relations of the person to the others and near ones) as a life field. The significances, which are important to the individual, connected with the individual's experiences, values, abilities, human relations and information, form the life field. The counselling gives an opportunity to look for a new place in social life. (Peavy 1997, 19 -25.)

3.3 The method of dialogical counselling and advising (DON)

The basic elements of the dialogical counselling and guidance developed by Leiman (2007) are the cooperation between the counsellor and the counselled. The basics include reserving a peaceful place for counselling and telling the reserved time beforehand to the counselled. The appointment should recur often enough to maintain intensive conversations. The counsellor has to prepare for the appointments. The customer should also have the chance to prepare for the appointment, because telling about one's own problems is an emotional event. The counsellor's job is to create a connection with the young person and to achieve a common idea of the problem at hand together with the young person. (Leiman 2007, 20 – 30.)

The centre of the method is to get the young person to observe his/her own actions and the problems caused by those actions. The development of self-observance is one of the most important goals of counselling. The young people realize that they always function the same way when problems occur in their life. This repeated way of functioning may show as denial, walking away or another way of avoiding a difficult situation. It is the counsellor's task to help the young one to notice these recurring ways of functioning and to find more constructive ways to deal with difficult situations. Everyone has developed specific ways of functioning during their lives. Some of these ways may be harmful to the person him-/herself or to another people. It is typical for problematic ways of functioning to recur over and over again. They recur similarly in various situations, which make it possible to recognize them. (Leiman 2007, 20 – 30, Leiman 2009.)

The counsellor should be able to recognize and experience the viewpoint of the young one without intertwining with it. The main idea is to “push where it moves”. The work is done in the zone of proximal development and the aim is to find a way out of recurring problems. The counsellor describes what he/she sees; the matter can be described in words or by drawing. The counsellor's attitude towards the young one is buoyantly moderate and he/she helps the young one to face intolerable things. One counselling aid can be image working and mindfulness technique. (Leiman 2007, 20 – 30, Leiman 2009.)

4 THE TOOLS AND METHODS FOR COUNSELLING YOUNG PEOPLE

In this chapter I will introduce the tools which are used in The Youth Support project. The methods are based on the methods developed by R. Vance Peavy (2001, 2006). I have described the methods as the employees of the project have told me and how they are using them when guiding the young ones. These methods have been modified so that they fit the purposes and aims of the project. The aim for using these tools and methods is to add the young ones' self-observation ability and increase the young ones' capability to act and take responsibility of one's life.

As Peavy (1997, 2001, 2006) says, most young people are active, creative and they have the capability to find answers and solutions to their problems. However, they need guiding and help. The counsellor can use these tools and methods to show the possibilities for a young one. For someone it is enough to have a conversation with the counsellor, but most of the young ones in the project need different tools and a lot of time to find out their way out of the problematic life. According to Leiman (2007, 2009), it is useful to draw, for example, the timeline or the life space for the young one. Drawing makes it more concrete and it is easier to understand what has happened in the past and what is desirable for future.

In the social life Peavy (1997) refers to an individual position or role in the structures of a social life and society. Counselling is a function that produces the maps required for orienteering in social life. The map is a counselling method, a description and a plan of the life field of the young one and of its significant factors. The map can be used to identify obstacles, resources and needs. The aim is to make the young one aware of the opportunity to operate in social life; and the structures of the society would open with the help of the counselling. The place in social life is connected with the possibility for the young one to adopt different roles, for example, in leisure time, work and love. The learning takes place mostly through interaction and communication between the people examined from the sociodynamic point of view. The main principle of the directed participation is that the counselling and the students act in a common social state where the learning takes place by doing as learnt.

4.1 Motivation interview

Motivation interview has a customer-centred point of view. An important goal is to gain changes in behaviour by researching the young one and by solving inner conflicts. The motivation for the change is drawn from the young one's own values and goals, not by the pressure of the environment.

The method of the motivation interview is an interaction process that is goal-oriented and strengthening; and where the young one's appreciating and respectful attitude is the most important. An attempt is made to specify the young one's objectives as con-

cretely as possible as an affirmative operation through the motivation interview. Motivation is a good way to change the direction of life. It is a dynamic and varying situation. It is also vulnerable to the effects of social life. The basic for motivation interview is cooperation with the young person. All the elements for change are there, we just have to find them and appeal to young people's own observation, aims and values. When using motivation interview we have to respect the young people's ability and right to choose his/her own aims. In motivation interview we have to avoid teaching, being authority and confrontation. The counsellor should have empathy and capacity to strengthen the trust to transform. It is good if the counsellor can strengthen the contradiction between current and what is wanted.

Once the counsellor and the young person have sorted out the problems that disturb the young person's life, it is possible for the young person to find the means to remove the obstacles and get on with his/her life. An empathetic, accepting and respectful approach in the interview helps to gain the young person's trust, which helps to deal with difficult matters as well. Motivation interviews have produced good results when working with young people.

Example

Activation:

What prevents to act -> Remove the barriers preventing acting

What gives the motivation -> Concentrate on what gives the motivation

If the young one cannot act in the current situation, one has to change the situation. From what you have to give up and what you get instead of it.

The main principles for motivation interview, which are also important in DON are: Show that you are emphatic, accept, respect and do not give your own opinion. Develop the contradiction, for example the awareness of consequences for being addicted or sober. Avoid counterarguments and disagreement. Follow the resistance the young one will show you. Help the young one to trust his/her self-efficacy. Make it easy to recognise contrast and contradiction.

Motivation interview

present	change
1. positive consequences	4. positive consequences
2. negative consequences	3. negative consequences

Figure 2. Table for motivation interview. Youth Support –project 2012.

During a conversation a table similar to Figure 2 can be used to collect positive and negative consequences that will occur if the situation remains the same or if it changes. Using the table will increase the self-observation ability of the young person. It has also an empowering effect when the young person realizes that he/she can influence his/her own life. Sections 1 to 4 are put in the order of importance. If sections 2 and 4 appear the most important ones, it means the young person has a strong motivation to change. However, if sections 1 and 3 are the most important ones, it is more difficult to gain change. Motivation conversation and filling up the table give the counsellor a tool that can be used in further counselling. The table can be referred to later during the counselling and it can offer ideas to move forward.

4.2 Stairs of the future

The stairs of the future and life space model developed by R. Vance Peavy are used as counselling method in the project. The method makes it more concrete for young person to make plans for the future and to survive their current life situations. The method support the goals set for the counselling by the project. When a young person makes the stairs of the future, he/she considers actively the means of overcoming possible difficulties and obstacle that may occur in life. Sociodynamic counselling underlines maintaining the student's viewpoint the main issue and also supporting it. The aim is to increase a young person's ability to function as an individual but also as a part of the community.

According to the employees of the Youth Support project, almost every young one has a vision of what kind of future they want, if there is a chance to choose. It is possible that we think about many alternatives and that we are interested in all of them. Some of us have the capacity of making them true and others do not. The counsellor can help the young ones who do not have the strength to do it by themselves. When making the stairs of the future, one will start by drawing some circles, at least three. Then one writes inside the circle examples the professions they like. After that the young one considers how realistic these dreams are. The counsellor can help by asking: What do you have to do to make this become true? What do you have to learn? What do you have to practise? What can prevent you? What are those strengths you have and that help you? How realistic is this? After thinking, the young one chooses one profession or another aim he/she thinks is the most important to gain. The young one draws the stairs and above all is the goal. He/she thinks what he/she has to do to be able to reach the goal and what can be the main obstacles and how to overcome them. How long will this take? Will it take days, months, years or decades?

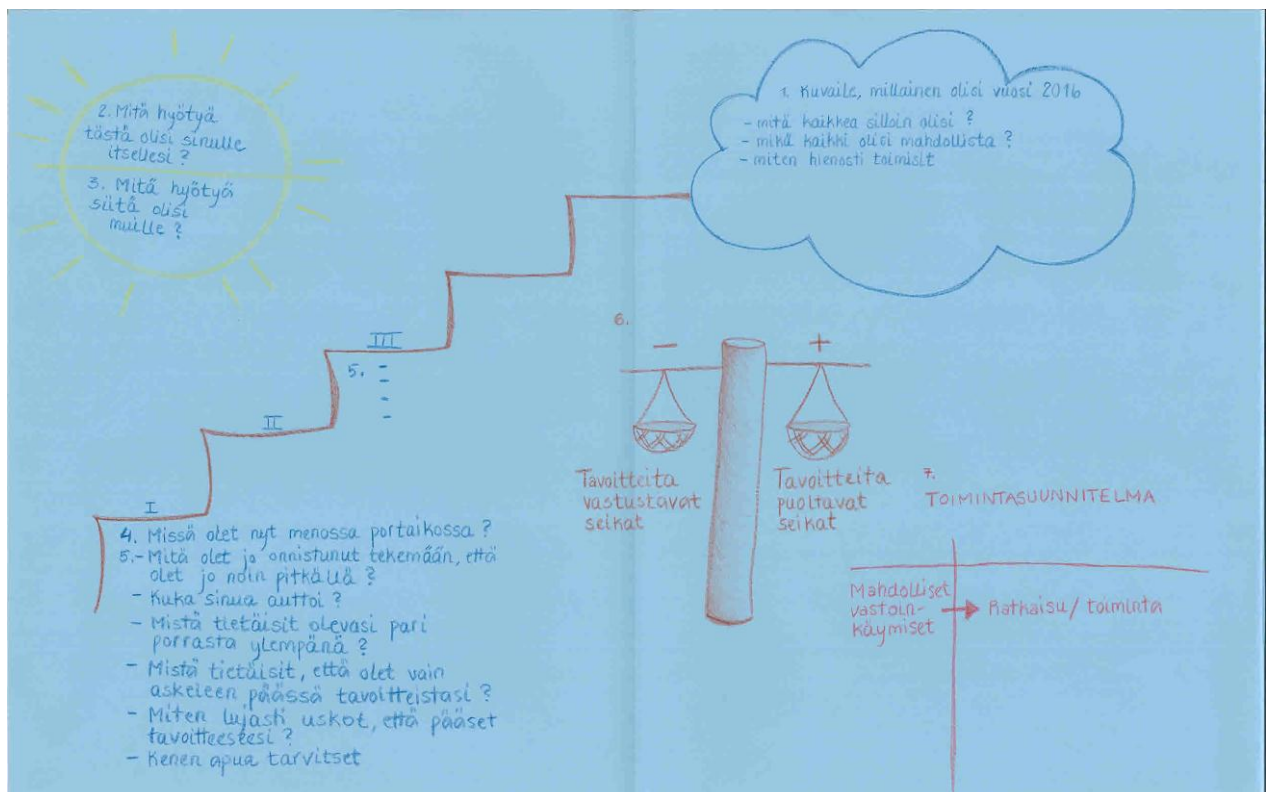


Figure 3. Stairs of the future. (Teresa Ikonen 2013.)

In Figure 3 is described the stairs of the future. This figure gives you the introduction how to use it.

1. What is the goal: Imagine year 2016, how will it be? What kind of things will there be? What kind of things will be possible? How well will you be acting?
2. The Sun: What good will this bring to me?
3. What good will this brings to others?
4. Which step are you standing on at the moment?
5. What have you succeeded in to have become so far? Who has helped you? How would you know you were a few steps higher? How would you know you are just one step from your goal? How hard do you believe you will gain your goal? Whose help do you need?

A young person will answer to all these questions and in addition he/she will consider the possible setbacks that may occur on the way and think of the solutions and actions in case of the setbacks. The figure includes also a scale where the young person gathers the things that support and the things that go against the goal.

The aim for building this figure is to make the young person to observe his/her own actions and consider how to affect the actions him-/herself. Additionally, the young one will realize that there is a possibility to get help from others. Persistent actions and not giving up will help the young person to achieve his/her goals and influence on the future.

4.3 Life space

The Youth Support project is using the life space model. R. Vance Peavy has developed this life space model that studies how different parts of life affect one's own actions. The aim is to help a young person to describe his/her own life space, concerns and to find solutions. In practice, this means making things, thoughts and feelings visible.

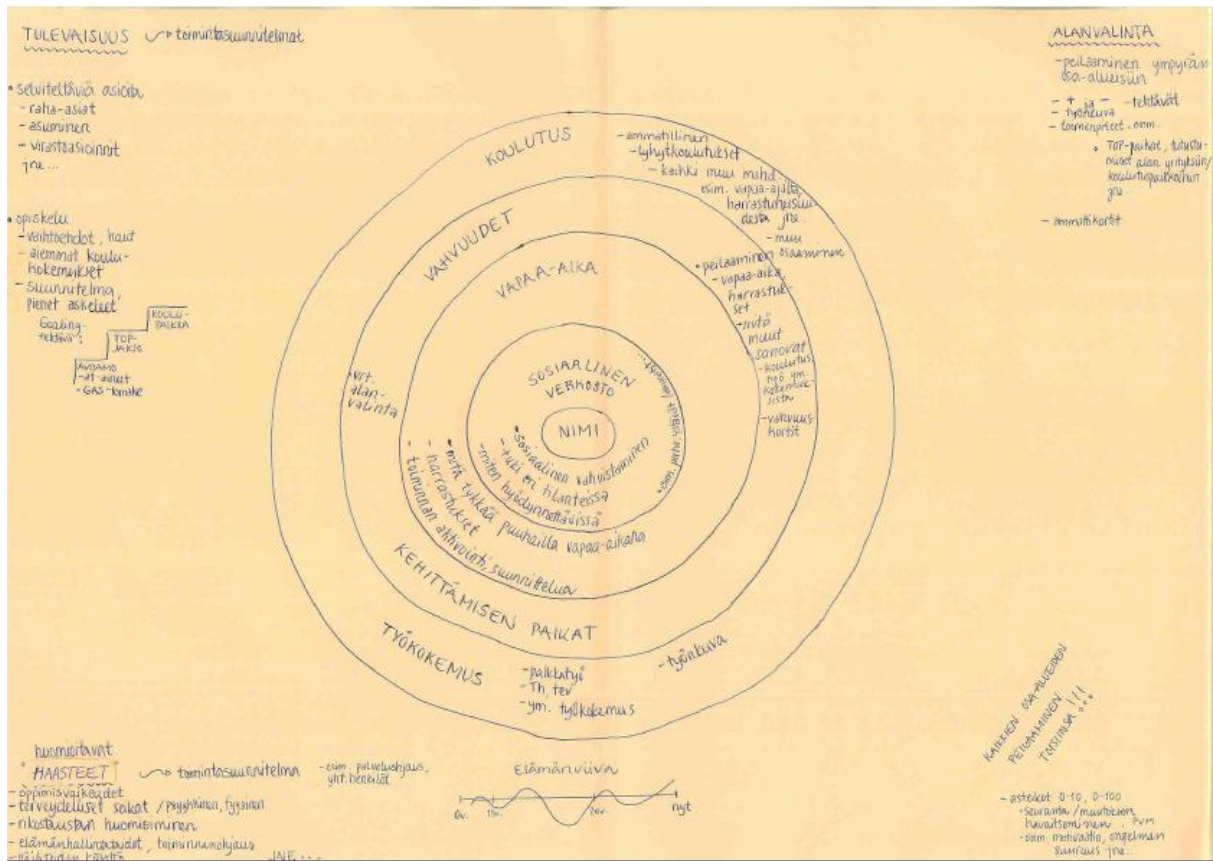


Figure 4. The life space model. (Teresa Ikonen 2013.)

After drawing the life space, the young one and the counsellor re-examine it in every counselling session. The young one will complete it when new things shows up. He/she can use it for making plans for future. And both counsellor and the young one can easier remember what they have done and discuss last time.

In figure 4 we can see one example of the life space. In the middle of the picture is the name of the young one. Next there is his/hers social network and free time. The young one can describe the matters he/she things are important now and in the future in his/hers life. The young one can describe his/hers strengths and develop needs. It is good to write down education and work experience. All these things are written in the circle. In the corners there are future plans, vocational selection, challenges and the summary.

This is a good tool for valuating and planning your life. The young one can fill it piece by piece in every counselling session. It will concrete the future planning and give tools to cope with difficult things.

4.4 The Profession Cards

The profession cards have been developed in the project to help young people to make career choices. The cards contain nearly all professions to which education is given in Finland. The assignments of the profession and studying have also been described in the cards. The facts to the cards have been collected from different sources of information, mainly from the professional net. The cards have been made on a cardboard and the copied texts have been glued to them. The cards have been encoded with colours, in other words different education fields have their own colours (Figure 5). The young one is given a pile of cards and he/she can use them for example for the sorting: there is one pile for "I'm not interested at all", the second pile for "perhaps" and the third one where there are interesting fields. After this the young one can check the "perhaps" pile of cards more carefully and still do more cutting short. After he/she has one pile with interesting career choices to use, he/she can begin to become acquainted with the fields in more detail. The counsellor may give him/her homework where he/she has to become acquainted with one or two fields in more detail. The cards are unique and made in the project. The idea of the cards became from one of the counsellors working on the project.



Figure 5. Example of the profession cards. (Teresa Ikonen 2013.)

Plusses and minuses are used when the young one is using the profession cards. After choosing one profession that interests him/her, he/she will list the plusses and minuses of the professions. It can be the working hours, salary, education, employment and so on. The young people can do this evaluation as many times as it is necessary. The aim for using this method is to find the best profession for the young one.

The profession cards help to support a young person's career choice. A young person can consider and search for his/her own profession with the help of the support. He/she is also given a possibility to get to know different trades by giving assignments on the trades that interest him/her. In addition, a young person can get to know the trade on the field and thus participate in practice. Using profession cards helps a young person to participate and to make choices.

4.5 The Open Questions

The open questions are used in cognitive psychotherapy and as a method of supervising work. Usually this means that the counsellor presents simple questions to the young people. Those questions are meant to lead the conversation to the goal or at least clarify the situation. The questions are, for example, "What does it mean to you?", "What happens if...?", "What did you do then?", "What do you think about it?". It is important to ask what-questions and to avoid why-questions. The why-questions can shut all doors and the conversation ends without solving the problem. It is the counsellor's responsibility to decide when it is time to stop asking questions. If the counsellor can use the method, it is a good and a gentle way to confront and demonstrates difficult questions. The counsellor avoids saying his/her own opinions.

One can say that counselling is guiding, consoling, advising, sharing and helping to resolve young one's problems whenever it is needed. When you are prepared for the conversation, you should choose a quiet and private location. You should make sure that you are not disturbed during the session. And the most important thing is to take care that you have time for the young one you are counselling; and to be sure that he/she is not being rushed into anything. As a counsellor, you should help the young

one to tell his/her story. You have to tolerate silent moments. You can support the story telling with minimalistic sounds, nodding and using echo (you take the last words young one says and you repeat them) and timeline (you go back to something the young one has said before). You can ask some focusing questions. After hearing the story, it helps to look out for new perspectives and identify areas for change, setting goals and develop the plan of action. A counsellor should provide full support during the conversation and also after the conversation to carry out the plan of action and to review the progress.

4.6 Social media

There are many different points of views to separate the essence and the content of social media. Kinnunen (2009) divides the instruments of social media into seven categories:

1. Community (example Ning, Facebook, Linkeld, Wiki)
2. Virtual Desktop (example iGoogle, Netwibes)
3. Repository (example Picasa, Flickr)
4. Feed (example RSS, FriendFeed, Twitter, Posterous)
5. Blog (example Blogger, Wordpress)
6. Virtual Reality (example SecondLife, OpenLife)
7. Sharing (example Googledocs, Slideshare, Vimeo, Youtube)

The Youth Support project used community tools and mostly Facebook. It is a good tool to have contact with the young ones. The young ones can keep in touch voluntarily and they can tell about things they do not talk about face to face. It can also be a community tool for everyday issues, like what time the school is starting, what is the day's schedule or things like that. On Facebook the young ones have told about serious things, too. When asked, the young ones have told that it is an easier way to make contact. The counsellors have told that it is a good tool to make contact and perhaps ask the young ones where they are and tell that they are missed. It can also be used to remind of what is happening on the next day or today. Four of five of the

counsellors I interviewed think that social media is a good tool for counselling and guiding.

4.7 Evaluation of the methods and tools

Motivation conversation can help to convert the setbacks into strengths of a young person. Life spaces and the stairs of the future help to sketch the past and to open one's eyes for the future opportunities. Profession cards help in getting acquainted with several fields and sorting out the uninteresting ones. They help to give a complete image of the abundance of alternatives. Open questions challenge the young person to think and to see problem solving on a wider field of vision.

Counsellors use different methods considering the counselee and the situation. Young people can be impatient and testy but also numb and withdrawn. Using various methods help to notice the individual needs of a young person. Some of the methods can be put into practise also somewhere else than in the premises of the project. Motivation conversation can be held taking a stroll outside or in a local café. Breaking established customs give some space for a young person.

Life space and the stairs of the future help to demonstrate the goals. They give perspective to the past and the future. A young person has a chance to consider and analyse his/her future in a safe environment together with the counsellor.

The counsellors use methods in form of homework as well. A young person is given an assignment that should be done by the next appointment. This supports the young one to take responsibility of his/her own life and future. The assignments will be processed during future conversations.

Peavy (2006) states that a young person should take responsibility for solving his/her own problems. These methods and tools used with young people are based on constructivism and sociodynamic theories. These methods takes into account young people's situation and support him/her in his/hers choices. The centre of the method

of DON is to get the young person to observe his/her own actions and the problems caused by those actions. The development of self-observance is one of the most important goals of counselling. The young ones need support and caring that they can solve their problems. According to Leiman's (2007,2009) ideas, the methods and tools used in project challenges young people to think his/her situation actively and tolerate unsolved things.

5 RESEARCH

5.1 Research questions

The purpose of this research is to find out the workable and successful methods of counselling. Working as a counsellor, I often think what kind of methods and tools there is, which I could use to have experience of succeed counselling more often. I notice that in the Youth Support project they were doing "good job" and I get interested what they are doing and what methods they are using. From this interest raised research questions:

1. What are the important issues and key elements of counselling?
2. What are the tools and methods of workable counselling?

This research is mostly done because I want to be a better counsellor and want to find successful and workable methods and tools for counselling. I want to find out in which it is important to pay attention when one meets the young ones, who may have had bad school experiences and who are not very school oriented. And I need good tools for counselling.

5.2 Methods

The qualitative method of this research is a theme interview. The interviews can be made as a form interview, as a semi-structured and structured interview. In form interview the questions are alike to everybody and appear in the same order. It is characteristic to a semi-structured interview that some of the viewpoints of the interview have been settled but not for everybody. The questions are the same to everybody but their order can be changed and the interviewees can answer with their own words. Theme interview is a semi-structured interview. The interview is directed to the subjective experiences of the people to be examined of the situations which the researcher has studied in advance. The theme interview does not require any common experience that has been experimentally received but all the experiences of the individual, thoughts, beliefs and feelings can be studied with a method. The theme interview neither takes a stand to the number of the interview times nor to how deep to the subject it has gone. The interview proceeds relying on certain themes. Attention has also been paid to the interpretation of the ones to be examined. In the theme interview the questions have neither an exact form nor an order. (Hirsjärvi, Hurme 2010, 47 –48.)

After the saving of the material, the material was not first written in a form of text but the conclusions and the encoding of themes were made directly from the recorded interviews. The grounds for the making of conclusions directly are the fact that there were only five interviews and except for two of them they were not long. After this the material was described, classified and joined. (Hirsjärvi, Hurme 2010, 138 –145.)

Qualitative research tends to be a strategy that tries not to delimit areas of enquiry too much and to ask fairly general questions rather than specific research questions. When using unstructured interview, the researcher can change the direction in the course of his/her investigation much more easily than in quantitative research. (Bryman 2008, 388-389).

5.3 Data

In my research I used theme interview. I interviewed five employees of the Youth Support project. I recorded the interviews with a phone. The interviewees were present and former workers, the career counsellors of the project. From their educational background they were very different. In the group there are career counsellors, community pedagogues, youth workers and special education teachers. I interviewed two career counsellors, two youth workers and one special education teacher. The participants for the interview can be selected randomly or through some kind of a snowball method (Bryman 2008, 482.) The interviewees were selected so that there was at least one from each educational background. At first, I interviewed a person who had most impact for the methods they are using with young people. The second person I interviewed was recommended by the first person interviewed. The third one was recommended by the second one and so on.

I tried to keep the interview situations natural and confidential but some of the interviews were disturbed from surrounding noises and the people who came even into the same room. The interviewees were informed that the matters revealed in the interviews would remain between the interviewer and the interviewees. The interviews were made during the interviewees' working day. The interviewees had an opportunity for free narration. During the interviews were asked specific questions if needed. The lengths of the interviews varied from forty-five minutes to one and a half hour. During the interviews the interviewer also made notes. Some further questions were made during the interviews when needed.

5.4 Analysis

I collected the material for this research with a theme interview. Five people were interviewed and the accumulated material is more than six hours. The material of this research has been totally transcribed for one interview and from other interviews

were transcribed only the themes. One of the interviews was totally transcribed because the interviewee's experiences and opinions deviated from other interviewees' opinions. It would have been better to examine the material immediately after the interviews. On this research one of the interviews was unloaded about a month after the interview and others immediately after the interview. It would have been easier to unload the material and begin the analysis immediately after the interview, when it was still in fresh memory. However, the results have to be looked at with a wide point of view taking the wholeness into consideration. According to Hirsjärvi & Hurme (2010, 135 – 138.), the analysis usually begins already in the interview situation. When the one conducting the research was I, I could do the observations of the phenomena and their recurrence at the same time during different interviews. The observations could be categorized already at this stage. The material was retained in a verbal form and in original wording. The reasoning made from the material can be either inductive or abductive. In an inductive reasoning the material is in the centre. In an abductive reasoning there are ready-made theoretical basic principles which the researcher tries to verify with the help of the material. Hirsjärvi & Hurme (2010) write that in a qualitative research there is not a way of analysis which is better and more correct than others, the researcher can be fairly creative in the matter. The analysis can be done by abstracting significance so that the matters brought out by the interviewee will be written in a shorter verbal form and the researcher will make interpretations and search the interviewees' stories for significances. The interviews were searched for recurrences and themes. It was examined which matters and which phenomena appear together and which metaphors were created. Comparisons and contrasts could be made from the material.

Hirsjärvi and Hurme (2010, 143-146) say that in a qualitative research it is the interpretation of the material and the presenting of results that will stay in the analysis stage and the actual share of the interpretation remains minor. The objective is the handling of the phenomenon so that it will become concerned with and understood more profoundly. The description of the material is the foundation of the whole analysis. An attempt is made by describing the material to survey the properties of the persons, events or targets. In this research an attempt is made to survey the effectiveness of different counselling methods to the customers' situation in life seen from the point of view of the counsellor. The description of the material can be strong, in

which case a researcher describes thoroughly the phenomenon of the research. The opposite is a weak description in which only facts are presented. The purpose of the research is to show what is described and in which extent. The researcher has to consider what has to be described and how carefully. Sometimes it is necessary to use an outside reader who examines descriptions critically before the interpretations.

The classification is a matter of reasoning; and a research problem, the research method, concepts, theories, material and the researcher's own intuition can be used as help in it. The themes of the theme interview are already for their part preliminary classes. The material is arranged again after the classification and the success of the classification is thought about. All the classes are essential and they can be conceptually distinguished from each other and they are in contact with each other. The purpose is to try to find regularities and similitudes in the combining of classes. It will be good for the researcher to extend his/her brainwork and to examine material on his/her own world of ideas. The idea is to understand the phenomenon and develop the theoretical point of view in which the classified material can be placed. (Hirsjärvi, Hurme 2010 147-150.)

The features rising out from the material are themes and those are common to several interviewees. The themes raised from the analysis are based on my interpretation from the words of the interviewees'.

5.5 Reliability

Ethics of a research is a big question when we are doing qualitative research. In humanities we have to pay attention to the ethics question all the time. According to Hirsjärvi & Hurme (2010, 184.), the quality of the material can be reached by making a good interview frame to help make the interviews. At the same time, possible additional questions are compiled in advance and the ways to deepen the themes are thought of beforehand. In my own research I thought about the main questions beforehand according to the theme of the research. The additional questions were cre-

ated when the interview wore out and when the themes were deepened. The deepening of themes took place according to the matters which were emerged. The quality of the material can also be improved by operational technical equipment, such as the tape recorder. The dictation device of the telephone was used for the storage of the interviews of this research. The dictation device was of high quality and the sound reproduction was good. It was possible to move the interviews from the phone to the laptop. (Hirsjärvi, Hurme 2010, 185.)

Other matters that affect the quality of the material are how fast the material is transcribed and if the person who transcribes has made the interview him-/herself. The transcriptions of this research have been begun by listening to the interviews and picking up the themes which were common. The more exact transcription has been made for these themes from the interviews. The aim of the research is to uncover the thoughts and ideas of the ones to be examined as much as possible. It will be the researcher's issue how he/she is able to document the results. The researcher has to describe how he/she ended up classifying and describing the material the way he/she has done. In the theme interview it is possible that another researcher gets quite different results from the same matter. However, this does not mean that the research method or the research would have been bad or weak. The people's ideas of the matter examined can vary very much. (Hirsjärvi, Hurme 2010, 189.)

One way of validation is to show the reliability of the interviewees. The interviewees have usually been chosen to represent some group. In this research, the interviewees are the present or former workers of the project. Two of the interviewees had been working during the whole project; one had come during the first year. Furthermore, two had worked in the project for about a year. All the interviewees have experience from working with several young people. The interviewees also represent different occupational groups. This increases the reliability of the research because this way a wider point of view to the matter to be examined has been obtained. The interviewees can also become acquainted with the interpretations of interviews, the so-called member check made by the researcher. When reporting the results of the research, they can be compared with earlier ones and an interpretation can thus be deepened. (Hirsjärvi, Hurme 2010, 189-190.)

With snowball sampling, the researcher makes initial contact with one person or a small group of people, who are relevant to research topic and then uses these to establish contacts with others. The problem with snowball sampling is that it is not likely that the sample will be representative of the population. In this research the purpose was to research Young Support project's methods and it was not meant to be representative of the population. (Bryman 2008, 184-185).

6 KEY ELEMENTS OF COUNSELLING

In the following I will present the thoughts of the counsellors, who work for the project, focusing on how they experience the significance of counselling and how they gain good results with the young people. Sociodynamic methods of counselling have a significant role in the counsellors' experiences and working methods. The counsellors are using the tools I have introduced in chapter 4.

When I analysed the interviews I found seven different themes. The themes were found after listening and writing down the interviews. It came out in interviews that all counsellors are using the methods of socio-dynamic, constructivism and DON. These theories consider the life situation of the young one, the motivation and one's need to discuss one's future plans. These theories encourages the young one to take responsibility of his/hers own life. The themes which showed up from interviews were confidence, time, inspiration, connection, humanism, voluntariness and experience of success. These themes were present in all of the interviews. These themes were possible to divide into two groups. Four of the themes fit with the counselling we are doing with young people (confidence, time, inspiration, connection). Three of them were common principles of counselling (humanism, voluntary, experience of succeed).

6.1 Process with young people

6.1.1 Confidence

When I asked my interviewees what is the most challenging thing when working with young ones, they all said that the most important thing is to reach the confidence. The young ones have to trust you and be able to tell you things that can sometimes be quite delicate and sensitive.

“...what I think, what is a general challenge when you work with young people, is to connect with the young one and have a confidential relationship. You have to be present and be yourself; and you have to honour the young one; and little by little consciously you try to get closer and get the confidence”

“...you have to trust the intuition of another human being...”

Also the counsellors working at the VaSkooli project noticed the importance that gaining trust has for a successful counselling. Once the counsellor wins the trust of a young one, the young one will more easily tell about his/her worse problems and the most delicate private matters. Gaining the trust of a young person will create a contact and the base for helping. (Kivelä, Ahola 2007,137).

Peavy (2001) says that the most important thing in counselling is to respect one's client. One has to respect the past, the present and the future of one's client. As a counsellor one has to face the client with humanity and honesty. There is no need to have the I-know-what –is-best –for-you –attitude. The best way to get the confidence is to face the client with equality. When one meets another person with equality, it is very difficult to ignore him/her. One takes responsibility for his/her life and the counselling. One meets another person for real and gives a hint that one is able to take care and help. (Peavy 2001, 43.)

We create a certain image of other people in a few seconds when we meet for the first time. It is not very easy to change one's image of other people. But as a counsellor, one has to trust that the client knows his/her life situation best.

“You have to be in harmony with yourself, and say what you really mean. That is very important. Because the young one will notice/sense if you are not present and that will annul all you have done with the young one.”

One of my interviewees says that one has to listen/hear, sniff and feel how the young one reacts. One must not forget the importance of respect. It is possible to use small talk to get closer. One can build the confidence best when one is in harmony with oneself. The young people are good at feeling whether the other person really is there or not. One has to be present when one is working with young people. Everyone is an individual and wants to be treated as a special young one. A counsellor needs to be sensitive and an active listener. It is important that the first contact with the young one is successful and that she/he feels that one is worth trusting. She/he wants to meet up with the counsellor again.

The counsellors on the project told at the interviews that young people are helped concretely by accompanying them when they need to run errands in different offices. The counsellors help with filling out formulas and interpreting office language to their young customers. The counsellors feel that their presence helps the young ones to deal with the authorities, because the authorities have a more decorous attitude towards young people when another adult is at present. A counsellor can speak as an advocate of a young person when needed. A shared experience of a successful management of errands will increase the young person's trust towards the counsellor.

According to Harrison & Benjamin (2007), youth support work can concern issues ranging from helping young people to make choices about the courses to study, to cope with bereavement, to deal with self-harm or substance abuse. Often the issue as first presented may appear relatively straightforward, but other problems emerge once a young person works with a practitioner prepared to listen to their story. When

one reaches the confidence it helps to make visible and clear anything that may be hidden and confused. The young person may avoid discussing things if she/he has the feeling of being judged negatively. We should highlight the importance of using active listening and appropriate questioning skills. (Harrison, Benjamin etc. 2007, 164 – 175.) Also Leiman (2007) and Peavy (1997) consider that it is important that the counsellor and the young person trust one another. Onnismaa (2007) says that the aim of counselling is to help the young one to solve his problems and find a balance in his life.

The young one and their needs are the heart of the relationship, and these needs can be either practical or emotional, or as in the most of the case, they are both. One needs empathy; one should understand the young one's situation and frame of reference. One has to be genuine and transparent in the relationship. The counsellor needs unconditional positive regard. (Harrison, Wise 2005, 107-108.)

Winning the young person's confidence was, according to career counsellors of the project, the most challenging task. Establishing trust is easiest achieved when the counsellor is in harmony with her-/himself, and conveys a message that is genuine and true. The counsellor should make her genuine presence felt in the situation and convey a sense of respect towards the young client. Rather than judging by cognitive processes, young people tend to rely on their intuition as they encounter other people. If the counsellor is absent in the situation, they will notice it, and that could invalidate all that the counsellor is trying to do. Making a connection is immensely important, and that can be achieved only after the young person feels he/she can trust the counsellor. Young people may accept/tolerate some clumsiness and awkwardness but not absence. After making the first contact with the client and managing to have him/her sit in front of the counsellor, it is possible to start building up the confidence and the client relationship. Young people usually offer some kind of 'opening' up for the counsellor to begin working with.

The confidence between the young person and the counsellor is essential. The young person will not commit to counselling or studies unless he/she is not sharing the confidence of the counsellor(s). The confidence is built little by little and it may sometimes take quite a long time to build it. This phase requires persistence and

consistency from the counsellor. It is impossible to get to the most difficult problems of a young person without confidence. According to Peavy, being respectful and confident towards a young person is the most important feature in a counsellor. A counsellor should respect a young person's opinions and treat him/her as an equal.

Confidence

- The counsellor needs to be sensitive and active listener
- The counsellor should be in harmony with herself
- Gaining the trust of a young people will create a contact
- The base for helping
- Creates equality
- Respect each other
- Creates good relationship

6.1.2 Time

Supporting the counselee is a time consuming part of personal counselling. The counselling conversation requires going deeper than just scratching the surface. This calls for more conversations and appointments. If a counsellor gives a deeper thought to a young person's problems the counselling will be more productive. Enough time should be reserved for counselling conversations. The support of the counsellor and empathetic listening can give young person strength to face everyday problems and challenges. Once the meeting occurs with mutual respect, interest and giving space, it provides a good starting point for cooperation. (Pekkari 2008, 165 – 171, Mehtonen 2011, 21.)

“Give peace and time when the young one is dealing with an intolerable thing”.

Also Leiman (2007) says that it is important to give enough time to one's client. The counsellor can tell in advance how much time they have this time for the conversation. And the counsellor has to make sure that the place is peaceful.

For many young people, a listening relationship with an adult will be a new experience. It is possible that young people may not have felt listened to or understood in quite this way before in their lives. Now he/she has an adult who is not judging him/her and who has time for him/her. (Harrison, Wise 2005, 108.)

“...the idea of being able to return to those things that have been dropping out before and it is no hurry to solve problems...and there are giving promises and reclaiming promises...strengthen the co-operation, confidence and connection...”

Ungar (2006) says that when one is working with a young person and wants to know what is up with her/him, one has to take time to listen and to keep the positive attitude toward the youth. One should not mind if the behaviour of the young one is a problem. One should try to understand the world from the young people's point of view and be curious about the stories one may hear. Young one's truth can be quite complicated. It is the counsellor's task to help her/him to decide what works best for her/him. (Ungar 2006, 40 - 43.) According to Peavy, we have to show respect to the young ones we are counselling. We have to give them time and the opportunity to tell their stories.

Showing the hurry expresses that the young person's matters are not important to the counsellor. How the time available is organised, is more important than the duration of the meeting from the point of view of the one being supervised. It would be good for the counsellor to make the matters without worrying, being present, by listening and showing respect. Time is the resources and the tool for the counsellor and the young one. The counselling should contain enough time and room to listen to the possibilities, but the feeling of hurry cuts the ground from credibility of the whole counselling process. Time has to be given to time-consuming processes. The splinter of the day, the conflicting demands and the apparent effectiveness, can be reflected

to the counsellor's ability to concentrate and to be present in the counselling situations. The young people can hurry and the distress can be taken to the counsellor. It may seem to the young people that already too much time has been wasted by the beginning of the counselling. The issues concerning the future should be solved as soon as possible. Because of their distress, ambition or another reason the counsellor and the young one may exaggerate the need for change. Instead of realistic objectives, everything should change in one moment. This leads to the fact that nothing changes. Too big expectations can protect the young one in a way from a possible failure and disappointment. At same time when they are unknown they make cooperation and partnership more difficult. (Onnismaa 2007, 38 –40.)

Time

- Enough time for counselling conversations
- The counsellor should tell in advance how much time there is for the conversation
- There is no hurry to solve problems
- The counsellor should take time to listen to the stories of the young one
- The time is the resource and the tool for the counsellor and the young one

6.1.3 Inspiration

According to Takala (2003), it is important to remember that young people are often sensitive to evaluations, criticism and the demands coming from outside. Strengthening the student's self-esteem is one tool which helps the student to find inspiration in his/her life. The encouraging attitude of the counsellor is especially important. The counsellor has to know how to encourage the young positively. The foundation of all learning is motivation and inspiration, preconditions for the learning and relations between the people. The adolescent must also accept the fact that studying is only one part of life. In the life of the adolescent there are many points which, among others, the educational institution cannot influence. (Takala 2003, 59 –61.)

“There are those students who have come and tell afterwards that he/she has noticed this and this and then he did so and so. And then you (the counsellor) remember yourself that you have discussed with this young one about these things before.”

It was also considered important for a young person to get inspirations. By inspiration I refer to a young person's realization of how his/her own actions affect his/her life. A young person realizes that his/her own actions may have affected dropping out of school, for example.

Ungar (2006) says that young people need adults to help them understand the benefits that derive from both their conventional and unconventional behaviour. The counsellor can help them to show tolerance to their risk-taking behaviour. It is important to offer them structures to help keep them safe. The counsellor can ask them how their behaviour brings those powerful self-definitions and look realistically at the opportunities teens have to change and still remain powerful. The counsellor can help young ones' make new opportunities available to substitute problematic behaviour. (Ungar 2006, 50.) The career counsellors working in the project have notice that after a while the young ones themselves may notice that changing attitude and behaviour helps them to reach the aim. It is a huge insight for the young one to notice that he/she can influence his/her life in a positive way.

When one has something positive thoughts about the young ones, it will also be good to say it to them. Even a small personal appreciation is a big matter to the young one. The young one has to be helped to see his/her resources and his/her abilities. One can talk also loud in the community about the affirmative matters and the progress of the adolescent. However, one must be wary about excessive details so that the young will not be embarrassed. (Lehtoranta & Reinola. 2007 22.)

One of the career counsellors of the project told in the interview that through gentle paradoxes, and little by little, any excuses or grounds for the prevailing situation will be undermined. In this way, the young clients are offered a 'new pair of spectacles' providing those with a fresh view of reality instead of blindly staying where they re-

main trapped. Tiny seeds for a complete rethink can be planted into the young minds concerning their self-esteem and ability to learn. There is no place for finger pointing or moral assessment, since the young client may then participate only seemingly, or passively resist any changes. Instead, one pushes things forward where one sees something moving. Suffering as such is not banned, one is allowed to have feelings; however, the young client is guided towards considering whether there is something to be done about the problems.

One of the interviewed has made use of a graduated scale of empathetic (active) listening (Figure 6). [An active listening is a method of listening that involves understanding both the content of a message as well as the intent of the sender and the circumstances under which the message is given.]

KUUNTELEVAN ELÄYTYMISEN ASTEIKKO		0 - EI LAINKAAN	1 - HIUKAN	2 - KOHTALAISESTI	3 - PALJON
1. Tunsin että voin luottaa häneen edellisen keskustelun aikana.	<input type="radio"/>				
2. Tunsin että hän arvosti minua.	<input type="radio"/>				
3. Mielestäni hän oli ystävällinen ja hyväntahtoinen minua kohtaan.	<input type="radio"/>				
4. Tunsin että hän ymmärsi mitä sanottavaa minulla oli tänään.	<input type="radio"/>				
5. Koin hänet myötätuntoiseksi.	<input type="radio"/>				
6. Aika ajoin minusta tuntui että hänen ilmaisunsa eivät ole täysin aitoja.	<input type="radio"/>				
7. Hän ilmaisee välittämistään enemmän kuin mitä hän todella välittää asioistani.	<input type="radio"/>				
8. Hän ei näytä välittävän lainkaan minun tunteistani.	<input type="radio"/>				
9. Hän ei ymmärrä miltä minusta sisäisesti tuntuu.	<input type="radio"/>				
10. Hän asettui yläpuolelleni ja turvautui arvovaltaansa.	<input type="radio"/>				

Figure 6. The graduated scale of empathetic (active) listening. Kinnunen 2012.

The client fills in a questionnaire grading statements (with a four-category scale 0-3), after which all statements graded less than 3 are sorted out and discussed together. In this way, possible conflicts and troubling issues in the guiding situation can be resolved without delay. On-going feedback is an important tool of guidance, and during discussion, also other important issues may arise. It is not always possible to perform the feedback discussion completely; nevertheless, remaining issues can be dealt with on a later occasion. Things may remain unsettled for a while, but eventually, they will be dealt with; one makes a promise to focus on them later, and keep that promise. This brings about a growing realization that the young person feels capable of managing things him-/herself and taking responsibility of his/her own life. The purpose of guidance is gradually to assist a person in a way that, sooner or later, makes the counsellor redundant. (Kinnunen 2012)

Inspiration

- Strengthens the young one's self-esteem
- The encouraging attitude of the counsellor is important
- The young one him-/herself notices the change in attitude
- When changed behaviour helps the young one to reach the goal, it will give a huge insight
- Helps to see his/her own resources and abilities
- Tiny seeds for a complete rethinking can be planted into the young one's mind
- The counsellor should push things forward where he/she sees something moving

6.1.4 Connection and sincerity

According to Ungar, the youth respond to our questions and hear our concerns when they are confident that we are not threatening their power to decide for themselves how to behave. (Ungar 2006, 57.)

“...the young one becomes; when you notice that the trust has deepened, he/she becomes more open, the openness sort of radiates from him/her in every way...”

The counsellor should say things in ways that avoid causing resistance and own up to our fears and aversion to risk. The counsellor offers compassion that is unconditional and we can show how to express one’s true respect to others. (Ungar 2006, 57.)

“...well, it is easier when; that when there is a connection between me and the young one that I help with studies so, studying will get easier that way...”

Lehtoranta & Reinola (2007) write that the unhurried atmosphere and the safe adult's company help to create the connection and to calm the young one. The young one gets a mirror from the counsellor with the help of which he/she can examine him-/herself. When an adult is important to the young one, he/she will often test the amount of the transmitting and the limits of stretch ability of limits. Working with the young one requires persistence and being systematic. The worst things are being indifferent and unchallenging. It is a precious ability to be patient and to bear the whims of the adolescent and to be able to set limits and demands for the young one at the same time. (Lehtoranta & Reinola 2007, 20 –22.)

“...it can be seen on the outside than he/she looks you in the eye and comes to talk to you spontaneously and says good morning and good-bye when going away... openness is important with the young one...”

Both Onnismaa (2007) and Prever (2010) have noticed that in counselling it is very important to listen to the young one and to ensure the fact that the young one feels that he/she is being listened to. Giving the attention is transmitting and the listening is giving the attention. Listening to the young one is the first step of counselling and advice work. In counselling, listening differs from the ordinary ways of listening. It can mean for example the hearing of ideas and misunderstandings and how the young

one him-/herself determines his/her own situation and future. Hints on what kind of support the young ones possibly need can be heard from their speech. (Onnismaa 2007, 40 –41, Prever 2010, 21.)

The career counsellors say that engaging in social media is a way of keeping well connected with current issues and events in young people's lives. It is faster and easier to make contact through social media than for example by phone. In addition, young ones have a habit of not even answering the phone very often. Social media platforms are here to stay, and guidance workers should keep pace with change.

The experiences of the career counsellors are that suitable social media platforms can efficiently be used to facilitate guidance; Facebook, a social networking service, is being used quite regularly in reaching out and interacting with clients. Students inform staff about their absences, schedules and plans for further studies. On occasion, it is also easier to put something in writing rather than discuss face-to-face.

Connection and sincerity

- The unhurried atmosphere
- The safe company of the adult
- Persistence and systematic way of working with the young ones
- Using social media keep the counsellor connected with current issues of the young one's life
- Be yourself and be honest

6.2 Common principles of counselling

In this chapter I will deal with the common principles of counselling, which are humanism, voluntariness and experience of success. They have come up in the conversations held with the counsellors. These observations are similar to the ones I

have made when working among young people in educational institutions for twenty-five years, of which I have worked for nine years as a student counsellor.

Counselling on the Youth Support project relies on methods presented in chapter 5. Motivation conversation can help converting setbacks into strengths for a young person. Life spaces and stairs of the future help to piece together past life and open one's eyes for future opportunities. With the help of profession cards one can get to know different professions and sort out the uninteresting jobs from the interesting ones. They help to give a more complete picture of the abundance of alternatives available for a young person.

6.2.1 Humanism

Humanism is seen in the way how the counsellors treat the young people. The career counsellors of the project have noticed that when challenges arise, they are often connected with the young clients' general life situations; their demands for service need assessment, health issues and the economic situation. Career counsellors have noticed that a counsellor should not give up on their counselees. Instead, they should notice even the smallest successes and give recognition for them. A young person will move forward in his/her situation when he/she is given constructive and realistic feedback. The feedback has to be realistic but it has to be given in a way that the young person will not be put down but can accept it. One of the career counsellors says about the priority of helping young one:

“...the basic things in everyday life have to be in order first,
and only then it is time for studies ...”

“first the head and the body, then the education”

The fundamental principle in the project is 'first things first', i.e. everyday practicalities are taken care of first, and only after that will study issues be taken into further consideration. Studies will be initiated with a low-threshold aspect. The young person will not be placed into a large group to study, and the working schedules can be subject

to flexible changes, for example shorter working hours may be offered. The client may work at a youth workshop or participate rehabilitation work. The client may have been pursuing studies even before but, for some reason or other, studies have been left uncompleted. One reason for interruption may have been a fear of social situations, thus preventing the person from participating in education or guidance. It is vitally important to hear the person out first, which may take place not only at school or on the project premises, but also elsewhere. Facing the future may be difficult for the young one as earlier only short term plans, if any, have been made. The guidance work is initiated with an assessment of the client's mental and physical health; first the mind and body are taken care of, only then the studies.

6.2.2 Voluntariness

In this project the voluntary basis of any guidance or of any attempts to further studies is crucial, since having their voice properly heard in their own affairs is very important to these young clients. The work gets started with an emphasis on 'aha' experiences, gradually tightening the grip as the client begins to tolerate and accept some guidance. The Youth Support Project is operating in a non-school environment, which clearly has helped the young in adapting themselves to studying and guidance. The guidance proceeds over a period of time, usually for 6-12 months (long-term guidance involves approximately 60 young clients every year). The client receives guidance once a week for a 50-minute session. There is more guidance staff available than in regular school environment. When entering the guidance, the young may be accompanied by a teacher or a study counsellor from the previous school (Figure 1), and during the first meeting all necessary information about the client's personal details will be passed on with full participation of the client to ensure the effectiveness of the process. This 'passing-on-of-history' is followed by planning an individual educational pathway, taking also account into potential pitfalls.

According to Mehtonen (2011), social strengthening requires that a young person allows one to walk side by side with him/her and to support growth. This kind of situation is not achieved by hierarchy or exercise of power; it requires genuine dialogue and skills to confront a young person. (Mehtonen 2011, 21.)

6.2.3 Experience of succeed

A counsellor should be interested in a young person's issues and his/her way of solving problems. The challenge is to create an atmosphere where different opinions, bossing or making excuses will not harm dealing with the actual matter. Also Leiman (2007, 2009) pays attention to the peaceful and accepting atmosphere in a counselling appointment. Counselling aims to set goals that the young person defines him-/herself. Depending on the situation, some interim goals can be set, because then the real goal will not seem so far away and unreachable. A young person can be given an assignment or a goal for the following day: I will come to the appointment at the set time. A young person reporting that he/she cannot come to the set appointment can also be a goal. It's important to proceed with small steps towards the goal. The goals should be very concrete and possible to achieve in the eyes of a young person. The counsellor supports and encourages the young person continuously to achieve his/her goals.

“...I sit next to [the student] and help him/her concentrate on the assignments and, if needed, write when the student is dictating...”

The career counsellor will be of great help in assisting with even learning assignments: if the client is not fluent in word processing, for example, the counsellor may help typing the text as the client is dictating. Guided study sessions, sitting beside the client, is of utmost importance since it makes him/her concentrated in the task. It is equally important to give positive feedback. Young people may have encountered some bad experiences at school, and receiving even the slightest positive feedback, as well as having a sense of achievement, is beneficial to proceeding well with the studies. They may even be fishing for compliments: See, I got it!

During the project it has been discovered that the impact the negative experiences of the past have to present life often come up when one is working with the youth. Earlier failures have taken the faith into succeeding again. Once a young person starts to trust the counsellor, he/she will tell about earlier experiences and the counsellor may

be able to turn earlier setbacks into strengths. Additionally, earlier positive experiences can be brought to help counselling. A young person can be asked to tell about situations where problems do not occur and about what happened when the person succeeded. Counselling aims at concrete actions, such as, giving home assignments (for example, the good and the bad sides of different professions).

According to Onnismaa (2007), the counselling and the advice are not an omniscient expertise, the young one is not the problem and the counsellor is not the solution. The counselling work is cooperation and common examination of questions of life planning and evaluation. The counselling can be described as the search of significances and on the way for the being. The young one interprets his/her own life and the focus of the counselling is on the fact that the young one talks and the counsellor listens. (Onnismaa 2007, 7-8.)

6.2.4 The role of the social media

Through social media everything is available online all at once; however, the real world does not operate that way. It is fairly straightforward to agree on appointments and arrangements, but the young person is also given a model of everything being subject to negotiation. Challenges with real-life encounters are easy to pass in social media: if you do not like someone, you can remove the person out of your life with one click. As to counselling work, using social media does not offer overwhelming advantages, rather even possible threats. The counsellor must also recognize unnecessary curiosity from pure guidance in doing his/her work.

Creating a profile as a study counsellor in Facebook does not so much invite new connections or new clients, as it enables prevailing clients to interact with counsellors about appointments and reminders. The fact that the counsellor has two 'personas', a private and a professional one, should be emphasized.

Blogs could be used as engaging and grouping tools to engage students' attention on the subjects they work on. The students are given a chance to share their views about things through the blog. Also working-life representatives may share ideas and

views through the blog. It is important to create safety discussion environments at web sites.

Common principles

- First take care of the mind and the body
- It should be voluntary, not forced
- The peaceful and accepting atmosphere
- Proceed with small steps towards the goal
- Concrete goals which are possible to achieve
- Give positive feedback whenever it is possible
- The young one is not a problem and the counsellor is not a solution

7 CONCLUSIONS

One goal for the project is to find counselling methods that can help motivate the young people who have dropped out of education and working life to try again and also to succeed in the new effort. Most of the young people have experienced disappointments in their life concerning studies and working life as well personal life. It is important to create a reliable and open relationship between the counsellor and the young person to gain a change in the young person's way of thinking and actions.

Five present and former counsellors of the project were interviewed for this study. All of the counsellors had done counselling work among young people. The interviews of the counsellors show the fact that it is important for the young to participate voluntarily. A young person becomes a customer in the project voluntarily. As a customer, however, the young person has to participate the counselling. He/she can influence the amount of counselling. The counsellors never force the young one to anything. They justify the importance and rationality of different actions, after which the cus-

tomers can make their own decisions. According to Peavy, counselling at its best is a negotiation between a counsellor and a counselee. It offers a young person a chance to affect his/her own life.

While making this study, I have realized how important it is to give time and space for a young person to think and reflect different matters. If the decisions about education, job or other important matters are made only to please the counsellor or to get rid of a distressing situation, it does not help a young person to move forward. This will only cause a young person to be in a similar or even worse situation than at the beginning of the counselling. Both the young one and the counsellor feel they have failed. Time is needed for the whole process of counselling. Counselling can consist of only one conversation but it can also extend up to several months. The significance of time has been realized well in the project. Counselling conversations are held regularly with a young person, and it is continued as long as it seems useful for both the young person and the counsellor.

Sociodynamic counselling supports young people to self-direction and making their own choices. In my opinion, the project has succeeded well in choosing the methods for counselling young people. The methods support a young person's own thinking by challenging the person to make decisions and choices concerning his/her own life. Additionally, the methods develop a young person's problem solving abilities and provide tools for later life. Also during the VaSkooli –project (Kivelä & Ahola 2007, 136 – 138.) they have noticed that it was important to follow a young person's situation closely and not to leave the person alone with his/ her problems. Helping a young person should be comprehensive and appropriate in order to gain positive changes. Counselling helps a young person to observe his/her own behaviour and repeated actions that prevent him/her from functioning. Once a young person realizes this, it is easier for him/her to cope with difficult moments and problems.

As both Peavy and Leiman put it too, the most important aspects of counselling are respecting the counselee, confidence and time. The methods used in the project help to achieve them. A lot of time is used in counselling young people. Enough time has been reserved for the appointment and the appointments recur as many times as needed. Respecting another person shows in the way the young ones are given the

opportunity to affect their own solutions. The counsellors use the steps of the future and life space to help illustrate the current situation and the future goals to the young one. With the help of the methods, the young one can be prepared to confront setbacks that are likely to appear when the young one approaches his/her goal. Then the young one is prepared to face the obstacles, it is easier for him/her to win them and receive experiences of success. These experiences of success improve self-esteem and help the young one to move on in his/ her life.

Also the Stadipajat project, the Varikko project and the VaSkooli project have agreed on the importance of giving time to the young ones and to respect them as the experts of their own lives. Young people should be guided towards the right direction and helped to take the responsibility of their own life. The results of the study show that more resources should be invested in counselling. Giving time to the young ones to search for themselves and for the suitable profession prevents seclusion.

The methods used are good, but is it possible to use them in schools? The Youth Support project has more personnel and time available than schools tend to have. A counsellor who works at school has a multiplied amount of young people to counsel than the project workers. One counsellor usually has about 400 to 500 hundred young ones to take care of. Therefore, they cannot meet with the young ones often enough and the time reserved for the appointments is too short to be able to familiarize with the life space and the steps of the future.

Taking the counselling and supporting model, developed by The Youth Support project, to schools requires increasing resources on counselling and also a change in attitude. The model helps young people to move on in their lives, but it requires time and the atmosphere that allows also regression and slow progress. In addition, failures must be allowed.

As Harrison & Wise (2005, 108 – 112) say, if we are promising intensive support to our young ones, youth support services will need to be mindful of their own legal, ethical and moral boundary issues. The challenge now is for youth support agencies, practitioners, policy makers and academics to accept that counselling does have a part to play in service delivery and to establish the most relevant counselling ap-

proaches to youth support work. Of course, the theories underpinning counselling practice are many and varied, but it is possible from those to draw which most closely reflect the aims of the youth support services. Already practitioners are identifying the client centred approaches as being helpful.

As I studied the problematic of counselling, I got interested in social media and how it could be used as a counselling tool. In this research social media has been dealt with only superficially. It would, however, be interesting to study social media as a counselling method.

As one of counsellors says in interview, it is most important to the young one to be mentally and physically healthy before starting any studies. You have to have desire and passion before you can act.

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