

**COUNSELORS' ROLE IN THE
LOCAL AND GLOBAL COMMUNITY**

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LOCAL AND GLOBAL COMMUNITY**



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SCHOOL COUNSELING IN A GLOBAL CONTEXT: WHY PROFESSIONAL IDENTITY MATTERS¹

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Abstract: The professionalization of counseling has continued to expand internationally over the past decade, with increased attention given to the complexities of translating counseling theories, models, and practices into varied cultural contexts. Although the scholarship related to school counseling practice globally has grown, much of this work remains regionally circumscribed. As a result, there has been limited ability to examine what is happening across regions and consider its broader applicability. Thus, many of the common challenges and facilitating conditions in developing and implementing school counseling practice remain unexplored. This presentation will examine how historical, socio-political, economic, and structural entities have previously shaped and continue to influence school counseling around the world. In doing so, the presenter will examine the growth of school counseling as an international profession broadly, including the ways in which accreditation, education and training standards, supervisory access, development of professional organizations, ethical standards, credentialing, and ongoing training opportunities can interact with national and regional culture and influence the development of the field. The role of leadership and advocacy in systemic change will be explored.

It is a professional honor to attend the International Conference *Counselors' role in the local and global community* at the prestigious University of Bucharest, and to be part of the celebration of the 10th anniversary of the National Board of Certified Counselors (NBCC) Romania. It is humbling to recognize the incredible accomplishments that have come from the vision, dedication, and competence of so many others. The good work of NBCC Romania is propelling the field of counseling not only in Romania, but influencing the development of the field beyond the nation as well. In their work with the European Board for Certified Counselors (EBCC) and the National Board for Certified Counselors International (NBCC-I), NBCC Romania has become the driving force in the professionalization of counseling in the region, across specialty areas. Aristotle is credited with having said that the whole is greater than the sum of its parts (Upton, Janeka, & Ferraro, 2014). In a similar vein, we know that counselors have the potential to improve the lives of the individuals with whom they work, but the joining together of individual counselors into a united network can have even greater influence towards sustained and impactful change.

¹ *This article was a keynote speech in the opening of the international conference Counselors' Role in the Local and Global Community, February 16th-18th, Bucharest*

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When I was a doctoral student, Dr. Harold (Dick) Hackney (Hackney, 2000), one of my professional mentors, compared the connections between individual counselors to the root system of the giant sequoia, which are redwood trees that grow in the Pacific Northwest of the United States. These trees can live for many hundreds of years and can grow to more than 300 feet high (Preston, 2007). Some grow so large in circumference that it would take a whole group of people joining hands to circle around a single tree. Unbeknownst to me at the time, the root systems of these amazing redwood trees are disproportionately shallow for their impressive above-ground size. One might think that such shallow roots would make the trees vulnerable to the forces of nature. This would be true, if not for the way in which the roots of redwood trees grow in search of water, and in the process, intertwine with the root structures of other redwood trees, resulting in an underground network that connects individual redwood trees near and far. It is this web of roots, often spanning dozens of miles, that sustains and secures the soaring redwoods over multiple generations (Preston, 2007).

As we come together to recognize the achievements of NBCC Romania and to honor the accomplishments and expertise of many individual counselors, I am reminded of what Dr. Hackney suggested to me when I was a doctoral student. As counselors, we are all like the giant redwoods, connected through a sometimes-invisible interwoven network of roots that ground who we are and the work that we do. It is clear, none of us can do this work alone, and our interconnectedness is a strength. Relatedly, for over a decade, I have had the personal and professional privilege of knowing Dr. Andreea Szilagyi President of NBCC Romania, Vice President for EBCC and NBCC-I and Dr. Elena Amalia Jansel, Business Development Director, EBCC and NBCC-I. Like the redwoods, I have been sustained and enriched through my work with them in varying capacities, including our collaborations (Stanciu, Gilbride, Szilagyi, & Luke, 2016) in the area of counseling in international contexts. Like the redwood root structure, these less visible linkages have served as a grounding network from which sizeable growth has emanated. In fact, much of my current scholarship in the global development of school counseling can be traced through similar, interwoven root structures with others. For example, my first project in this line of international counseling research resulted from happenstance, when the current Dean of the School of Education at Syracuse University, Dr. Joanna Masingila, invited me to participate in an education conference at University of Kenyatta in Nairobi, Kenya in 2009 (Luke, 2009). There, I met many teacher-counselors, and through learning their experiences (Goodrich, Hrovat & Luke, 2014), I became interested in the development of school counseling and school counselors' professional identity in East Africa (Kiweewa, Knettel, & Luke, 2017) and other contexts.

In 2012, I was granted an opportunity to work with the National Board of Certified Counselors International (NBCC-I) to evaluate the Mental Health Facilitator program in both Malawi (Luke, Hinkle, Schweiger, & Henderson, 2015) and Mexico (Shannonhouse et al., in review; Zeligman et al., in review). Like the connections between distant redwood trees, this valuable work has involved many other counselors and counselor educators from across institutions. As has been said before of global counseling (Hoenshil et al., 2013), none of the work would have been possible without the connections to knowledgeable organizations and myriad competent providers around the world (Hinkle, 2014). Later that same year, I visited Bucharest for the first time to work with NBCC Romania, where I spoke on the importance of the teacher-student relationship (Luke, 2012) and delivered workshops and panel discussions with school and career counselors focused upon both group counseling and clinical supervision (Luke & Stanciu, 2012). Again, like the roots of the sequoia developing just below ground in search for water, this work led to being invited to serve as an editorial board member for the *Romanian Journal of Counseling*. As such,

returning to Bucharest to be part of the International Conference, *Counselors' role in the local and global community*, is particularly meaningful to me.

Like the roots that are responsible for the endurance of redwood trees over time, much of what undergirds school counseling in a global context has remained largely invisible and out of awareness. My primary aim in what follows is to illuminate the current state of school counseling in a global context. In doing so, I will situate the historical, socio-political, economic, and structural entities that have contributed to its development and explore the ways in which accreditation, education and training standards, supervisory access, development of professional organizations, ethical standards, credentialing, and ongoing training opportunities can interact. I will conclude with a discussion of how leadership, advocacy, multicultural competencies, and social justice can lead to systemic changes that have the potential to influence the development of the field.

PROFESSIONALIZATION OF COUNSELING INTERNATIONALLY

Counseling has strong roots in many Western and industrialized countries, but Hoenshil, Armundson, and Niles (2013) noted current evidence of the development of counseling on all continents. That said, the developmental level of counseling as a profession varies widely from continent to continent, and to some extent, country to country throughout the world. A common challenge to promoting accessible and effective mental health services has been a lack of counselors or other competent providers (Hinkle, 2014). While some scholars promote a single international perspective or model of counseling (Alvarez & Lee, 2012; Fezler & Brown, 2011; Okech & Kimenia, 2012), the lack of agreement about how counseling is defined internationally, what its goals entail, who engages in it, as well as where and how it takes place have also been barriers. Nonetheless, the counseling literature includes a variety of meaningful examinations of counseling practices across international contexts (Gerstein, Heppner, Aegisdottir, Leung, & Norsworthy, 2009; Hoenshil et al., 2013; Moodley, Lengyell, Wu, Gielen, 2015). Still, this work appears to only contain representations from between one-third to one-half of the almost 200 countries worldwide (e.g., Kassotakis 2017; Poi Kee, 2014; Stockton, Nitza, & Bhusumane, 2010; Sziglgy & Paredes, 2010; Vera, 2011).

Collectively, international counseling scholarship has successfully described the state of the counseling profession globally, and documented the history and development toward internationalization of counseling within a plethora of contexts (e.g., Okech & Kimenia, 2012; Vera, 2011). Within this work, there has been increased attention to the complexities of translating counseling theories, models, and practices into varied cultural contexts (Goodrich et al., 2015; Stanard, 2013). Perhaps not surprisingly, scholars have noted few exceptions to the broad prevalence and application of Western and Eurocentric counseling models and practices, with Cognitive Behavioral and Humanistic theories dominating (Moodley et al., 2015). There is also agreement that without systematic sensitivity and culturally responsive enactment, the implementation of previously developed counseling theories and models remain inadequate (Gerstein et al., 2009; Luke et al., 2105). In addition, the literature has highlighted an over-focus on didactic training, and identified the need for increased interactive and experiential training, supervision, and professional development for counselors (Goodrich et al., 2015; Wambu & Wickman, 2016). Some scholars have asserted that the next stage of the internationalization of counseling will require an understanding of human development and the use of theories and models that are less culturally encapsulated, with counseling practices that reflect a broader global perspective (Hoenshil et al., 2013). Others have suggested the necessity of

transnational counseling practices that integrate the consideration of inherent power structures within culture, gender, and social class (Moody et al., 2015).

More recently, there have been an increasing number of studies moving beyond descriptive work to examine the associations between counseling-related variables in international contexts (e.g., Bolu-Steve & Oredugba, 2017; Kounenou, Koumoundourou, & Makri-Botsari, 2010). To date; however, there has not been a systematic review of this growing quasi-experimental literature. Without critical examination and/or comprehensive compendium to help explore the professionalization of counseling internationally, there may remain unidentified variable relationships, hidden themes of importance, and gaps in the knowledge of the strengths, challenges, and ameliorating mechanisms in such development. Given the proliferation of interest and publications in this area over the last decade, it is time for scholars to consider how to employ meta-analysis (e.g., Erford, Savin-Murphy, Butler, 2010), content analysis (e.g., Bernard & Luke, 2015; Barrio Minton, Wachter Morris, Yaites, 2014), and other similar methods across individual studies, such as document review (e.g., Carey & Martin, 2015) to establish a broader understanding of the state of counseling internationally.

EXPANSION OF SCHOOL COUNSELING

Paralleling the increased attention to the professionalization of counseling internationally, there has been an expansion of the professionalization of school counseling internationally as well, reflected in the exponential growth in the related scholarship over the last five years in particular (e.g., Çapulcuoğlu & Gündüz, 2017; Cauchi Falzon, Micallef, Sammut, 2017; Coogan, 2016; El Refaiy, 2015; Hatunoğlu, 2017; Kodad & Kazi 2014; Lorelle & Guth, 2013; Low, Kok, & Lee, 2013; Palmer, Palmer, & Payne-Borden, 2012; Smith & Smith, 2016; Smith-Augustine & Wagner, 2012; Wambu & Wickman, 2016). The impressive literature that has emerged has done well to document the counseling practices taking place, including the numerous challenges and facilitating conditions globally (e.g., Goodrich et al., 2015; Lorelle & Guth, 2013; Palmer et al., 2012). It follows that in many contexts, school counseling practices and the related literature have grown faster than that their counterpart in international mental health contexts, arguably facilitated by extant educational infrastructures (Kiweewa et al., 2017; Palmer et al., 2012). The literature also reflects a clear differentiation in focus between career and mental health or psychological counseling services (Çapulcuoğlu & Gündüz, 2017; Coogran, 2016), with less clarity with respect to differences in developmental or preventative and responsive school counseling services. While uncommon, there are emergent examples of holistic and programmatic approaches (Coogan, 2016; Low et al., 2013) and attention to the professionalization and training of school counselors (Lorelle & Guth, 2013; Wambu & Wickman, 2016). Only recently has the critical gap in international school counseling policy literature begun to be filled (Carey, Harris, Lee, & Aluede, 2017; Cauchi et al., 2017). That said, the literature related to school counseling in a global context remains mostly descriptive and considerably circumscribed, meaning that most work is still regionally focused. As a result, global scholars and practitioners alike have been challenged to draw upon the larger literature for contextualization. There is little evidence of multi-site collaborations or experimental designs. Studies primarily focus on localized practices within regionally bounded samples, with many utilizing local instrumentation and measurement, all of which inhibit the validity and generalizability of the research.

With the support of doctoral students at Syracuse University, primarily Mr. Jordan Shannon, I recently undertook a general assessment of the state of school counseling across 198 countries and territories. To accomplish this, we listed each country in an excel

spreadsheet and then used traditional social science search engines to gather evidence of the existence of school counseling in the respective countries and whether these services were mandated or compulsory. Although initially we hoped to also ascertain the defined scope of school counseling, the required education and training for school counselors, and types of traditional markers of professionalization, we encountered obstacles interfering with our ability to examine these variables. While this assessment does not rise to the level of formal research by any means, as it was met with many challenges to access reliable information, some basic results may be of interest.

Overall, we assessed evidence of the existence of school counseling services and whether these were universally mandated across 198 countries and territories by continent. Of the 53 countries examined in Africa, we found documentation of about 25% of countries having a school counseling presence (10 required), and we were unable to find evidence of such in the remaining 75% of countries. Of the 39 countries examined in Asia (included parts of Eurasia), we found documentation of about 35% of countries having a school counseling presence (12 required), and we were unable to find evidence of such in the remaining 65% of countries. Of the 12 countries examined in the Middle East, we found documentation of about 17% of countries having a school counseling presence (1 required), and we were unable to find evidence of such in the remaining 83% of countries. Of the 13 countries examined in Australia, we found documentation of about 15% of countries having a school counseling presence (1 required), and we were unable to find evidence of such in the remaining 85% of countries. Of the 44 countries examined in Europe (included some parts of Eurasia), we found documentation of about 35% of countries having a school counseling presence (15 required), and we were unable to find evidence of such in the remaining 65% of countries. Of the 22 countries examined in North America (including Central America and Caribbean Islands), we found documentation of about 41% of countries having a school counseling presence (8 required), and we were unable to find evidence of such in the remaining about 59% of countries. Of the 15 countries examined in South America, we found documentation of about 26% of countries having a school counseling presence (3 required), and we were unable to find evidence of such in the remaining 74% of countries.

Given numerous limitations, these data should be interpreted with considerable caution. That said, obvious patterns emerged related to how economic development appears to be linked with school counseling services, and the disparities associated with other socio-political factors. While this raises many concerns echoed in the literature about access and equity, it may also reflect an understandable consequence of the challenges associated with initial grassroots implementation of counseling (Hinkle, 2014). Just like the ways in which communication technology, medicine, education, religion, and business have been recognized in the growth of counseling (Hoenshil et al., 2013; Stanard, 2013), the globalization of school counseling has been and continues to be influenced by similar types of historical, socio-political, economic, and structural factors (Carey & Martin, 2015; Carey et al., 2017). The literature of school counseling in a global context describes how historical events, governmental structures and policy, as well as economic factors have influenced the establishment of school counseling practices in specific countries. We know less about how these and other socio-political forces have interacted in the vast majority of the countries where school counseling has yet to establish a presence. It is possible that school counseling services exist in some form or fashion in the 198 countries and territories included in my recent assessment, but that these were not reflected in the literature or identified because they take place without documentation or through unidentified terms.

There is ample discussion of similar and unique manifestations of the historical, socio-political, economic, and structural factors within many international contexts in the

burgeoning scholarship in school counseling in a global context (Alvarez & Lee, 2012; Carey et al., 2017). Paralleling the larger international counseling literature, there has, however, been no systematic examination of the collective work, even in the form of a comprehensive, critical literature review. Scholars could utilize more rigorous methods and expand upon the less formal assessment recently undertaken by me and my students, to codify the current state of global school counseling and increase the complexity with which we understand this work. While this would be an important contribution in its own right, it would arguably strengthen the formulation of the next steps in research and otherwise contribute to the development of professional identity across international school counseling contexts.

PROFESSIONAL IDENTITY

Solomon (2007) discussed professional identity as both a cognitive process and psychological resource that can integrate the personal and professional selves across differing contexts, behaviors, cognitions, and affects. While there is variation in how professional identity has been described in the literature (Goodrich et al., 2015), factors such as accreditation, education and training standards, supervisory access, development of professional organizations, ethical standards, credentialing, and ongoing training opportunities have been used as indicators (Hackney, 2000; Moss, Gibson, & Dollarhide, 2014; Wester & Lewis, 2005). Moreover, the importance of a shared professional identity for school counselors is established in the larger school counseling literature (Gibson, Dooley, Kelcher, Moss, & Vachio, 2012; Gordon, 2015, 2016), and has been inconsistently and often indirectly examined in the school counseling in a global context literature (e.g., Goodrich et al., 2015). Nonetheless, this work recognizes the numerous benefits associated with school counselors' professional identity (Reiner, Dobmeier, & Hernandez, 2013) and suggests the inherent synergistic and recursive processes involved (Luke & Gordon, 2012).

In many contexts where the professionalization of school counseling is long-established, new professionals are socialized through their professional training and interactions with other practicing school counselors (Gibson et al., 2012; Gordon & Luke, 2012, 2015, 2016; Luke & Gordon, 2010). In fact, scholars have identified how a community of practice can function in the formation of school counselors' professional identity development (Luke & Gordon, 2011; Woodside, Ziegler, & Paulus, 2009). However, given the potential for interactive and recursive processes, it is plausible that establishing and strengthening professional identity factors such as accreditation, education and training standards, supervisory access, development of professional organizations, ethical standards, credentialing, and ongoing training opportunities can in turn positively influence school counselors' professional identity. If so, the bolstering of these professional identity factors may also interaction with national and regional cultures to influence the development of individual school counselors and the practice of school counseling in a global context. This is why professional identify matters.

PROFESSIONAL IDENTITY FACTORS

Accreditation has been identified as an important marker of professional identity. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the organization that establishes the counselor preparation standards. CACREP also accredits counselor education training programs based upon evidence of meeting said standards (Remley & Herlihy, 2016). These standards establish the curriculum for all counselors, including school counselors (Hackney, 2000). The CACREP standards

ensure that counselor training includes studies across eight core curriculum areas, with additional standards prescribed for specialties such as school counseling (CACREP, 2016). As part of the standards, CACREP establishes a required number hours of clinical experiences, as well as graduate credit requirements. In addition, CACREP developed the International Registry of Counsellor Education Programs, which promotes high professional standards related to global counseling (Hohenshil et al., 2013). The value of CACREP accreditation extends beyond professional identity: in many contexts, CACREP-accredited counselor training undergirds counselor licensure and certification (Foster, 2012).

Counselors wishing to demonstrate that they have met the highest national standards set forth by the profession can pursue national certification through the National Board of Certified Counselors (NBCC) and its affiliates, like NBCC Romania. NBCC offers numerous specialty certifications, too. Each certification can distinguish a counselor, and they are sometimes used as a job prerequisites (Remiley & Herlihy, 2016). In addition, the National Board of Certified Counselors International (NBCC-I) is supporting efforts toward credentialing (Hohenshil et al., 2013) in over 40 countries. While accreditation and credentialing have both been seen as markers of professional identity, it is also the case that each can serve as a point of entry as mechanisms to develop the professional identity of counselors.

Access to clinical supervision is another potential factor associated with the professionalization of school counseling in a global context. As the signature pedagogy of counseling (Schulman, 2005), supervision is recognized as fundamental in counselor training (Bernard & Goodyear, 2104). Often said to be the most cited definition of clinical supervision, Bernard and Goodyear (2014) note that supervision is

an intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of that same profession. This relationship is evaluative and hierarchical, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for the particular profession the supervisee seeks to enter (p. 9).

Clinical supervision has been recognized as a mechanism for professional socialization (Luke & Gordon, 2011) and for the acculturation of professional mores, attitudes, values, thinking patterns, and problem-solving strategies (Auxier, Hughes, & Kline, 2003). As the supervision literature has matured, counselors and counselor educators have established best practices for supervision (Borders et al., 2014). Research has demonstrated associations between school counselor professional identity and supervisory processes (Gordon & Luke, 2015, 2016; Luke & Gordon, 2011). Although the growing literature related to the theory and practice of supervision (Bernard & Luke, 2015) has minimal attention to the systemic context of supervision and how this affects the way it is practiced (Holloway, 1995), globalization and internationalization are evident in content analyses of the supervision literature (Borders, 2005; Bernard & Luke, 2015). As such, increasing access to quality clinical supervision with trained supervisors has the potential to positively impact the professionalization of global counseling.

Ethical standards are another professional identity factor in global counseling, as “promulgating a code of ethics” (Remley & Herlihy, 2016, p. 12) has been implicated as one way a group of practitioners can institute professional credibility and status. An ethical code establishes ideal practice and offers guidelines for professional behavior, with the goal

of protecting the public (Hackney, 2000). Scholars have noted that ethics are embedded in what is culturally acceptable and emanate from what is considered appropriate behavior within a particular context (Luke, Goodrich, & Gilbride, 2013a; Luke, Goodrich, & Gilbride, 2013b). Upholding a professional ethical code through ethical behavior requires knowledge, sound professional judgment, and prudence. Scholars have suggested that new professionals can be socialized in a variety of ways (Auxier et al., 2003) and that their professional identity is influenced (Soloman, 2007) through guidelines and mores, such as ethics. Recent research has identified the challenge school counselors face when encountering ethical dilemmas in which their cultural, religious worldview (CRW) is at odds with that of their student or school (Luke, Gilbride, & Goodrich, 2016; Luke, Goodrich, & Gilbride, 2013a). In such instances, it has been recommended that school counselors utilize an ethical decision making-model that takes into consideration multiple and sometimes conflicting CRWs, such as the Intercultural Model of Ethical Decision-Making (IMED; Luke, Goodrich, & Gilbride, 2013b). Although the IMED has not yet been validated in a global school counseling context, it holds promise as tool to support the professional identity and ethical decision-making of practitioners, educators, and supervisors.

The establishment of professional organizations and the publication of professional literature are additional and inter-related factors in the professionalization of school counseling in a global context. Professional associations can provide a forum for counselors to collectively discuss relevant professional issues, establish a vision and direction for action, and to provide leadership for members (Remily & Herlihy, 2016). Professional associations can also provide education and ongoing professional development opportunities for members. Professional organizations offer a structural framework through which professional scholarship is often disseminated. Professional journals link research and practice, and provide a mechanism to continue the professional socialization of counselors. Although currently there are not professional organizations or publication venues solely focused on school counseling in a global context, or on the internationalization of school counseling, there are many organizations and publications that are attentive to both. Increasingly, conference themes and strands reflect the growing interest in school counseling in a global context. As the professionalization of school counseling in a global context continues, it is likely that specialty divisions and interest networks will develop and that established professional journals will devote special issues to school counseling in a global context. Similar to other professional identity factors that contribute to and are a marker of professional identity, professional associations, journal publication, and professional development opportunities are all associated with professional identity (Wester & Lewis, 2005). Taken collectively, strengthening these professional identity factors can be a catalyst for much larger systemic change.

CONCLUSION

As part of systemic change, counselors have been called upon to enact leadership, advocacy, multicultural competence, and social justice (Luke & Goodrich, 2015). Given the variation in global school counseling contexts, it is expected that such leadership, advocacy, multicultural competence, and social justice will take many forms. It is likely that each would be visible in and associated with school counselor professional identity. That said, because the professional identity and practice of school counseling in a global context is predicated on these skills, there is arguably an increased likelihood for exponential professional growth for the field as a whole. In that way, it is an exciting time to be a practitioner and scholar concerned with school counseling worldwide. Just as the great

redwood trees are connected through a vast root structure, so too, are each of us affiliated with school counseling in a global context. It is our interwoven network of connection that will support and sustain our work through all sorts of environmental challenge.

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CULTURAL MISUNDERSTANDINGS IN THE COUNSELING OF REFUGEES IN GERMANY AND LIMITS OF THE STANDARD REPERTOIRE OF NON-DIRECTIVE COUNSELING

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Abstract: In this paper, we present some challenging experiences of German host counselors working with the refugees who came to Germany 2015-16. Providing counseling for 1.2 million refugees from Middle East and Africa does not only create challenges resulting from the lack of capacities and language problems. It can also create a great challenge for German Jobcenters' staff who do not have prior training or experience to work cross culturally in this capacity. This paper will highlight how the German Jobcenter staff has had to adapt their counseling methods in response to the needs of the current refugee clients from Middle East and Africa.

In the integration process of refugees in Germany, the Jobcenters are the most important institutions who usually start working with the clients immediately after the decision about their residential status has been made. At the end of 2017, they were taking care for about 900,000 refugee clients. The aim of the Jobcenter is to support their labour market integration and to remove impediments on their way. They transfer information, pay for language courses and training, arrange apprenticeship and practical stages, and sometimes prepare the access to higher education. Often they have to assist with housing and family problems as well. In fact, the Jobcenter agents act like host counselors, although not all of them have formal counseling skills or training at an academic level. Their task is particularly important because of the great cultural differences between the society of origin and the host society that does not always reward a behaviour according to the traditional family-oriented and religious values of the refugees. Therefore, the counselors and clients are often working across differing cultural, religious, and worldview factors. As a result, it can be difficult for refugee clients to get access to the diverse cultural roles outside their families without employment that offers an alternative reward in form of money (Strom, Szadrowsky, & Wallimann, 2002).

Usually, three aspects of intercultural competences are regarded to be indispensable for successful multicultural counseling: being aware of one's own assumptions, values and biases; understanding the worldview of the culturally different client; and developing culturally appropriate intervention strategies and techniques (Diaz-Lazaro & Cohen, 2001). On the one hand, there is little evidence that such an understanding can already be reached at the beginning of the job counseling process, while on the other hand the success of this process is most important for the refugees' fast integration into the German society. The counselor is often confronted with language barriers and challenges in communication

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when refugees enact cultural, religious, and worldview factors that are at odds with that of the counselor in Germany. This puts counselors in the position of having to act on the base of little information and vague assumptions.

Because of the huge demand, the counselors are also challenged in having to work within restricted time slots of 45 minutes every two or four weeks. They are also confronted with insufficient language skills of the refugees (interpreters are not always available on the spot or by phone). They often experience forms of challenging behaviour of their clients that they cannot immediately trace back to the different cultural background of their clients. Particularly young men are subject to a bundle of risks, reaching from lack of education during the war period and susceptibility for the freedom to consume drugs and alcohol in the destination country to an inclination toward violent conflict solving and the tendency to disregard and violate women's rights (Pfeifer, Baier, & Kliem, 2018). At the same time, most clients are overstrained by the logic of an institution that is completely unknown in their home countries. Many of them lack secondary education, and many women are completely illiterate. Coming from a patriarchal society, those people see themselves confronted with a liberal, permissive communication style and the rules and procedures of a service-oriented administration that does not exist in their home countries.

Furthermore, the differences in working cultures should be taken into account. Although many refugees are accustomed to manual work, the work speed and working compression in Germany can be shocking for them. The differences with regard to technology, work culture, social status of manual work, etc. are all evident. The key to successful integration at the workplace would be a coach who is available during the first weeks and reflects the working day with each one after finishing time. However, this capacity can neither be provided nor paid by the Jobcenter. Obviously in such a situation historically successful counseling paradigm, including the rules and methods of the counselor's standard repertoire, cannot be applied. Among the rules and principles that have to be put into question are voluntariness of the counseling process, priority of individual decisions, application of non-directive methods, and the request that the client should open himself and is not expected to lie.

In the following table, an attempt is made to list the different patterns of "normality" of the client with a different cultural background e.g. from Mid-East and the counselor who acts according to the German understanding of professionalism that is of course culturally shaped. We suppose that these differences contribute to challenging experiences of both sides. Contradictions and conflicts of values and interests can arise from them. On the one hand the client remains embedded in complex obligation systems with a long-term and long-reaching impact even after his arrival in Germany. On the other hand the basic principle of counseling is the freedom of individual choice. A good relation-building with refugees takes often much more time and cannot be achieved by the standard repertoire of counseling but rather by giving them concrete advice for behaviour changes that prove to be useful for the client.

Before all, the German counselor has to take into account that migration decisions usually are not decisions of a single person, but family or clan-based decisions. In relationship-oriented cultures, many young refugees act in fulfilling their families' mission in order to enable their reunification in the preferred country. Thus, the refugee's family is often virtually (and sometimes really) present in the counseling session. Sometimes even the mission of deceased persons may be symbolically present. (e.g., in Somalia, the children have to learn the names of their patrilineal ancestors up to some dozen generations.) Many of the young men (and the majority of the refugees are young men) experience strong pressure from their family or clan in order to arrange the migration of the relatives who have remained in the country of origin.