empathy, congruence and unconditional positive regard should underpin everything you do and will inform the ‘tone’ of your practice. If you are already working with clients, you may want to think about asking a client’s permission to record an intervention, play it back, and analyse your use of skills – foundation and advanced – throughout.

**Activity: Case study/role play**

Read through the following case study and identify where and how you would use advanced skills. If possible, ask a friend or colleague to role-play this (or another case study of your own devising) with you. At the end of the role play, ask the ‘client’ how it felt to be challenged, to experience silence and immediacy, and to consider any information needs. How did it feel for you, as helper? What might you need to develop further?

Harbinder is a young woman who has come to see you because she is feeling trapped in a job she started when she left school. You have met together on five occasions; Harbinder has opened up and explained that she not only is unsatisfied in her job, but also feels trapped in a relationship with her boyfriend, who she has been with since leaving school. She cares for him, but is feeling attracted to someone else at work. Today, Harbinder is visibly upset. Two things have happened: the first is that she has seen an advert for a job that she is interested in, and the second is that when she talked about this to her boyfriend, they argued. He wants her to stay where she is for now, ‘because soon we will be married, and then we can start a family and it won’t matter where you work’. As she explains this to you, Harbinder begins to cry.

I hope that you were able to engage fully in this activity, either using the suggested case study or your own role play. Opportunities to share information, challenge and use immediacy and silence, in addition to practising the foundation skills of counselling, are likely to come through role-play activities initially. In the helping professions, counsellors, coaches and mentors will find themselves accessing a range of skills in order to work effectively with clients, but at all times they should be mindful of what they are doing and be clear about their rationale for using the skills they are applying throughout the intervention.

**Summary**

This chapter has focused on the definition and application of a range of advanced counselling skills used by counsellors, coaches and mentors.