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Counseling in an Andragogical Approach

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Counseling in an Andragogical Approach

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Abstract

The introduction provides the unique professional preparation of the author in both fields for merging counseling and andragogy – the art and science of helping adults learn. Providing general counseling information, he then gives a sketch and time gaps of publication in adult education and counseling. Next, he presents a chronology of publications merging the two fields. In future trends a comprehensive model for counseling in adult education is constructed, including: an andragogical approach, dimensions of maturation, closely connecting counseling and learning, with life tasks, challenges, and dealing with our human values and priorities within human systems of adult life. Examples are articulated of both the professional and learner implementing the model.

Introduction

In this chapter I am focusing attention on the connection between counseling and (adult education) andragogy – *the art and science of helping and facilitating adults in their learning* – for a very specific reason within a unique context. I am professionally educated and have practiced in both fields. My Master of Theology (Th. M.) Degree is in pastoral counseling. I engaged in my clinical counseling education internship at Cook County Hospital in Chicago, and used counseling as part of my full and part-time ministry in a local church during four decades. My Doctor of Education (Ed. D.) Degree is in andragogy. I have used my andragogical competencies in my full time university faculty career during four decades. Hence, I have merged the two fields in my professional practice and personal life, and they are part of the ‘warp-and-woof’ of who I am as a person. The objectives of this chapter are: 1) to present aspects of both fields; 2) to provide a model of how I have merged counseling with an andragogical approach; and, 3) to suggest to others consideration of employing this model in their practice.

Thus, the counseling I do in andragogy is focused on a growth and forward looking life model. This is in contrast to a problem-solving model that is the hallmark of many other counseling programs.

Background and Understanding of the Counseling Concept

Counseling is conducted by a person (i.e., counselor) in relationship with one who is receiving the reflections and considerations (i.e. counsel) of the other person. *In* this document, the word counseling and counselor will be used along with the word counsel. Counseling is defined as advising, instructing and admonishing. *Counselor* is defined as any person who gives

advice or is authorized by natural relationship – birth, office, profession – to advise another in regard to his/her future conduct and measures. This implies that change, growth and development is meant to transpire from the interchange with a counselor. *Counsel* as a noun is defined as advice, opinion, or instruction given upon request or otherwise, for directing the judgment or conduct of another; opinion given upon deliberation or consultation. Counsel as a transitive verb is defined to give advice or deliberate opinion to another for the government of his/her conduct; to advise (Webster, 1996).

If one looks through the eyes of Pitha (1996) at the general field of counseling, the following words and ideas are associated with it: treatment, psychotherapy, advice, advisory, and persuasion. With treatment there are such things as psychiatric care, psychoanalysis, psychotherapy, electroshock and electroconvulsive therapy. The word psychotherapy connects with behavior, client-centered, group, family, conjoint, nondirective, supportive, and suggestion therapy; behavior modification; role-playing; the counseling couch; and, hypnotherapy. Advice is characterized by guidance, recommendation, communication, consultation, words and pearls of wisdom, admonition, moralizing, preaching, sermonizing, and precept. As an adjective, advisory is deliberative, encouraging, urging, instructive, prescriptive, admonishing, warning and cautionary. However, persuasion relies on influence, inducement, sway, cajolery, coaxing, inveiglement, convincingness, forcefulness, insistence, pressure, and sweet talking.

Counseling competency is defined as the ability to help individual persons recognize and understand personal needs, values, problems, alternatives, and goals (Reynolds, 1993). A competency is a cluster of knowledges, understandings, skills, attitudes, values, and interests that are required for the performance of a function. In this case the function would be to be competent in counseling adult learners.

Maturing carries with it the ideas of refinement, improvement, finesse, flawlessness, being without reproach, and polish. This comes from being perfected over time or natural growth as reaching near impeccability. Applying counseling competency within the field of adult education focuses on helping the adult mature and look toward the future in every aspect of life.

An Overview Sketch of the Literature on Counseling Adult Learners

There are very few definitions of counseling given in the field of adult education. In the books on adult education there has been a surprisingly spotty coverage of the topic. Houle (1992) indicates that of the 1241 books published from 1814 to 1992 on adult education, there were 12 (less than one per cent) that addressed the topic of counseling. Those books were published in 1946, 1967, 1968, 1971, 1976, 1977, 1978, 1982, 1984, 1988, 1989 and 1992.

One of the most puzzling discoveries in the adult education literature and research is that there were almost no books published addressing the subject of counseling from 1993 to 2010. With two exceptions, the topic was addressed only in articles. There have been at least ten handbooks of adult education produced on a regular basis in the general field of adult education. However, although they were published in 1970, 1980, 1983, 1990, 1996, 2000 (two handbooks), 2001, 2005, 2010, there is next to nothing on counseling in three of them (1970, 1980, 2005), and nothing on counseling in the other seven of them. A book by Cohen, et al (2003) included the only reference, outside of the 1970, 1980, and 2005 handbooks mentioned above, on counseling and this one emphasized the importance of counseling adult learners in higher education.

In the five eras during which adult education counseling literature has been produced in book form, following are the numbers of articles in each era: three articles from 1946-1970; three articles from 1971-1980; twelve articles from 1981-1990; five articles from 1991-2000; and, thirteen articles from 2001-2010. Fourteen books which included the topic of counseling in adult education were published between 1946 and 1992, with one added in each of the years of 2003 and 2005. Thirty-six articles were published on the topic between 1967 and 2010. The following years saw no articles of books published on the topic: 1947-1966, 1972-1975, 1979, 1981, 1986, 1990-1991, 1994, 1997, 1999, 2000 and 2002.

In the following section each of the eras will include published books and articles within those time frames. Most of the books and articles have been qualitative, opinion or theoretical pieces focusing on the counseling process related to adult education, rather than being based on best practices growing out of rigorous research and investigation.

A Historical Presentation of the Chronology of Documents Addressing Counseling in Adult Education Reflecting Some Strengths and Weaknesses

1946-1970 – Initial Counseling Techniques and Services

A very early work on counseling techniques was provided by Klein and Moffit (1946). Their central attention was directed toward orientation of adults to the offerings of an instructional center, such as an evening school or a university center. The book is practical and spells out procedures in a systematic fashion.

Thompson (1967) presented an abstract of a *preconvention workshop* held by the American College Personnel Association in Dallas, Texas, March 17-18, 1967, dealing with the special characteristics and needs of adult participants, implications for counseling, recent progress and remaining area of need in adult counseling, and the selection and training of personnel workers for adults in evening colleges. The main points were the following—(1) the distinctive life experiences, problems, and obligations, physical and mental characteristics, and motive of adults call for experience-oriented teaching methods, special facilities, and new approach to testing, admission, financial aid, and students activities—(2) acceptance of the individual, personal consistency and integrity, and understanding are essential counselor attributes—(3) the ultimate goal of counseling is to help the adult discover ways to realize his potential, respond more effectively to new experiences, and work out a meaningful, viable life style—(4) personal trainers should be chosen primarily for appropriate character traits and academic background, and should receive broad training that stresses skills in short-term counseling.

Farmer (1967) dealt with intra-institutional personnel services; she shows how registrants in an evening college can be helped to identify and adjust to the course offered. Topics like admissions, placement, personal counseling, student activities, and financial aid are considered.

Thoroman (1968) advocated vocational counseling. The main categories included were applied to women, veterans, seriously disabled and elderly.

Glick (1969) provided one of the earliest works that depict work in the counseling of adults in education. This is an annotated biography. It dealt with counseling and personnel services in adult education and contains 94 indexed and abstracted entries arranged under four

headings; (1) Student Personnel Services, (2) Counseling Services, (3) Admission and Selection, and (4) Retention and Dropout, Financial Assistance.

Harlacher (1970) explained some good practices in community counseling, family life education, and supportive services. However, the problem is that at many colleges student counseling service is not available to the general public, but is available until after one has been accepted and enrolled as a student.

1971-1980 – Improving and Refining Counseling Practice

Farmer (1971) described various aspects of counseling services for adults in higher education settings. He identifies the distinctiveness of approach needed with mature people as contrasted with children.

Ironside (1976) gave a brief introduction to the system of counseling assistance provided for would-be learners and to the method of information seeking that is undertaken by such people. Her main interest, however, is in the provision a fully annotated bibliography of books and papers covering each kind of service.

Ironside and Jacob (1977) intended initially to compile an annotated bibliography of the literature on the general subject of counseling and informational services for adults engaged in learning. They indicated that the major discernible innovative trends in counseling included person-centered non-institutional settings, imaginative use of staff, development of human and mechanical networks, and, harnessing media technologies to serve learners.

Knox and Farmer (1977) insisted that increasing recognition throughout the world that counseling and information services for adult learners are important, but inadequate. Most counseling of adult learners is provided by people who are not professional counselors and are not sufficiently prepared for the task. These services for adult learners are mainly available in developed countries.

Sewart and Richardson (1977) addressed that counseling and student advisory services in the UK Open University play an important role in helping students who are adult learners. They provide advice on course offerings, guidance on available remedial help, and the keeping of personal records.

Schlossberg, et al. (1978) created what is probably the most carefully worked out guide available to the practice of counseling adults. The authors begin with five chapters on basic approaches and follow these with another five chapters on improvement in practice. The book is written simply and directly so that it can readily be understood by non-specialist readers, but its insights and practical suggestions are sufficiently sophisticated to contribute to the knowledge and ability of advanced practitioners in the art of counseling.

Goldberg (1980) found little systematic research directed toward the many problems of counseling adult learners. Theoretical analyses are far better developed than the data bases needed to substantiate them.

1981-1990 – Comprehensive Counseling for Growth

Works about counseling were extended to include multi-institutional situations. These showed increasing concern with the personal interaction between the counselor and the person counseled. Van Hoose and Worth (1982) described counseling as it can be used for adults who

do not have serious problems but need to talk with a trained, helpful person. The authors treat such interaction as a process of self-discovery and, helpful to the elderly.

Charters (1982) summarized that adult and continuing education is based on the assumptions that individuals control their lives; and, lifelong education is an essential component of adults' lives. In addition, the enhancement of adult education resides with adult educators who provide leadership, design policy, translate policy into action, develop learning opportunities for adults, and evaluate programs. He pointed out that counselors of adults should consider themselves as educators of adults in the context of lifelong learning and identify with the field of adult education. Counselors should be aware that in adult and continuing education, learning is a self-directed process.

Benjamin and Walz (1982) conducted a three-year study of adult counseling programs and practices in the United States. Generalizations are presented regarding both the adult experience and appropriate adult counseling behaviors.

Moore (Ed.) (1983) gathered 72 articles' abstracts in counseling from "Teaching at a Distance." The following topics related to counseling at Great Britain's Open University are covered: (1) general theory of counseling from the Open University perspective; (2) the Open University tutor-counselor; (3) Open University post-foundation counseling; (4) adult learners; (5) Open University student progress, withdrawal, and drop-out; (6) disabled students; (7) Open University remote students; (8) study skills; (9) study centers; (10) preparatory courses; (11) Open University continuing education; (12) advisory-referral services; (13) vocational guidance; (14) Open University briefing and training; and (15) comparative and international considerations.

Knox (1983) indicated that over the years, libraries have been most successful in effectively meeting some of the counseling and information needs of adult learners in ways that broaden the range of services. Nonetheless, if their counseling is to be effective, library personnel need to develop competence in combining an understanding of adults as learners and their counseling efforts with a commitment to serving these adults.

Schlossberg (1984) was concerned with the ways in which adults can best learn, with the help of professional counselors, to make adjustments in the wake of personal crises, whether these are caused by external events or by personal feelings of need or inadequacy. Such counseling could be considered a form of dyadic education, and it is also often a precursor to programs of organized learning. Schlossberg (1978, 1984) suggests that one has to assess his/her relative strength of various items. This assessment relates to working through a transition that includes growth from one stage of growth of the internal strengths of the self, external supports, and strategies one has developed to handle stress.

Clements (1984) drew a focus on some of the special concerns of the older adults and ways counselors can help. Counseling the elderly most often requires a holistic approach--consistent with lifestyle counseling. Counselors should treat older clients with respect toward emphasizing their strengths, not weaknesses; developing independence while diminishing dependence; and encouraging decision making and action taking.

Gelatt, et al. (1984) proposed the new perspectives on a comprehensive approach to counseling adult learners. This includes: 1) balance between learner and environment; 2) resistance toward classification; 3) bridging behaviorism and cognition; 4) facilitating creative choice; 5) adults as resources for adults; and 6) contributions of technology. Counseling adult learners have indeed become the force of the future. Counselors are in an excellent position to assist adults in acquiring the 4C skills; Confidence, Connectedness, Compassion, and Choosing.

However, it is important that counselors should be able to take leadership in helping others see the vision, the image, the need for those skills, and the compelling necessity to acquire them to make their lives as rewarding and satisfying as possible.

Naylor (1985) surmised that program development, administration, instruction, and counseling are the areas in which adult development theory can enhance educational programming in planning and implementation. Consequently, among other things, adult educators need a thorough understanding of counseling techniques for use with individuals in transition.

Kerka (1987) proposed a comprehensive adult career counseling delivery system that may help counselors deal with diverse adult populations. The system includes 1) needs assessment, 2) resource assessment, 3) goal setting, 4) planning, 5) establishment of specific objectives, 6) program development, 7) implementation, 8) evaluation, and 9) modification.

Riverin-Simard (1988) used the vantage point of an adult educational counselor to frame a theory of the phases of work life. In the process, she discovered a general approach to guide her future counseling.

Kerka (1988) shared that retention of adult students is a persistent and perplexing problem for providers of adult education. Instead of taking this attrition personally, administrators and teachers need to take the counselor stance to listen, set a climate conducive to learning, and allow open discussion to address and correct the problem.

Wilcoxon et al. (1989) described that Enriching the Adult Student Environment (EASE) is a comprehensive counseling group designed to meet the needs of adult students. Thus, it discusses the unique needs of adult students in higher education and the issues related to developing a support group for meeting these needs.

Schlossberg, et al (1989) reviewed the problems encountered by adult students as they seek to fit in as "regular" students on campus. These programs are mainly designed for young full-time students.

Spicer (1990) offered another goal for those who engage in counseling and guidance. Adult educators need to make "...the commitment to providing all entering and continuing students the direction and support they need to make informed decisions about their future and to develop plans to achieve their goals" (p. 15).

1991-2000 – Emphasis on Career Development Counseling

Houle (1992) found that from the beginning of the adult educational movement in the United States, the community wide coordination of adult education has been considered important, not only to aid in counseling, but also to discover gaps and duplications of service, to gain the other advantages of collaboration and to advance the ideas and programs of adult education. However, the adult education council that was thought to be the best way to accomplish this almost disappeared in the United States.

Conrad (1993) raised the tall order issue regarding every adult American needing to be able to compete in the global economy and exercise the rights and responsibilities of citizenship. Individual, group, and peer group counseling were among those services required to be available to adult learners.

Kerka (1995) gave comprehensive contents on the adult career counseling competencies required in the changing workplace. Adult career counselors should be aware of and able to deal with the new conditions of work and the impact of constant change and uncertainty; family

systems theory and the relationship between family and work; adult development and adult learning; different approaches for different client groups--dual career couples, older adults, women, ethnic groups; and, selection and use of appropriate career assessment instruments.

Finnerty (1996) wrote that counseling is a part of coaching that helps individuals evaluate their current behavior and discover and learn more productive behavior patterns. This helps to focus attention on the fact that problems often lie within the system, not the employee. It is sure that the employee needs to be coached and that the coaching process can be initiated.

Walther and Ritchie (1998) studied the five differences between adults and youth which are important for counselors. First, education is often a secondary consideration for adults who want to be dealt with as adults. Second, adults have valuable experiences which contribute to the educational process. Third, adult learners want to be able to immediately apply what they've learned. Fourth, the adult is likely to be enrolling due to life transitions. Fifth, adults are self-directed and generally more motivated to achieve because they have specific objectives in mind.

UNESCO (1998) provided some practical guidance on starting a career counseling centre in a higher education setting. It indicated that the key essential aspects to be considered about a career counseling centre are assumptions, definitions and theory, responsible people, the tools and resources, format, and process for those who would like to pursue the career counseling center in their educational institutions.

2001-2010 – Diversifying Comprehensive Adult Education Counseling

Grubb's (2001) review of guidance and counseling showed that some colleges have a "...counseling center, a separate transfer center, a career center, and still other centers for low-income or minority students and for disabled students" (pp 6-7). In addition they need to be equipped "...with trained career counselors providing a range of assessment, and ties to community networks" (p 8).

Cohen and Brawer (2003) indicated that the community college's several missions have led to the development of various types of counseling services. As a key element in student development, counseling must be integrated with other campus activities, helping students to reach their potential, focusing on educational, personal, social, and vocational development, and, being student centered, taking into account students' interests, aptitudes, needs, values, and potential. Comprehensive counseling should include goal setting, personal assessment, and development of change strategies, strategy implementation, evaluation, and recycling of the whole process for each student.

Ryan (2003) investigated how the shifting demographics of community colleges affect the counseling function and offered suggestions that counselors and researchers can employ to ensure the services provided addresses the needs of today's students. Counseling centers need to re-conceptualize the strategies, models, and manner in which they provide services so that their efforts are more in union with the needs of the population being served.

Corey (2004) addressed the advantages of developing an integrative approach to counseling practice. A counselor needs to have a basic knowledge of various theoretical systems and counseling techniques to work effectively with a wide range of clients in various clinical settings.

Holman and Douglass (2004) explored the feminist identity of counseling students. Distinctly including feminist thought in counselor education is a step towards keeping feminism alive for future development of counseling.

Smith (2004) called attention to all practitioners in the counseling profession to reflect on the past and to project some of their best thinking into the future. The great need is for outcomes-based research on the efficacy of what it is that professional counselors do with clients compared to other professions.

English, et al. (2005) included some essential characteristics of a learning region. These are: The need to have counseling services to enable citizens to maximize their learning opportunities; new understanding of the centrality for economic and social development of all forms of learning; excellent education and training systems at all levels; to have world-class systems for collection, analysis, management and dissemination of information; and the creation of social capital through partnerships and networks. She mentioned that four major variables may be used to help classify adult education organizations: funding, functions, geographic spread and mode of delivery. In the aspects of function, *counseling and guidance*; for as learning and educational certificates have become so important in the labor market, a variety of organizations have been established to provide guidance and to offer help and support to learners.

Jacobson, et al. (2006) indicated clearly that the American College of Preventive Medicine (ACPM) takes the position that primary care providers should incorporate physical activity counseling sessions into routine patient visits and recognizes other important related issues. These include: Improved and easy-to-implement counseling programs, standardized counseling assessment tools, and important policies, to name a few.

Roach and Young (2007) commented on whether counselor education programs promote wellness in their students. Wellness as a unifying philosophy in counselor education may be a way to prevent impairment and burnout in students and professionals.

Guidance and counseling for adults is an aim within the participating Nordic countries of Sweden, Norway, Finland, Iceland and Denmark (Nordic Council Minister, 2008). The service is primarily provided within the school system and in employment offices.

Igbafe (2009) examined the role counseling plays as a tool in addressing the adult student need. Counseling therefore helps the adult student to develop self-awareness. This can also build relationships, improve and change their life. It helps the struggling student's build their strength and be highly motivated.

Ryhanen (2010) described that the support and counseling service in adult education is currently one of the main development areas in Finland because it helps develop skilled workers and supports citizens' participation in the society. However, the quality, effectiveness and focus of adult education on developing customer-oriented information, counseling and support services all need to be improved as well as updating the knowledge and skills taught.

Hewett (2010) studied the guidance and counseling services to support adult learners who are interested in transitioning from basic education programming to college. He affirmed that guidance and counseling: Create learning opportunities; establish a supportive and productive learning environment; help students create an education and career plan; build self-esteem and confidence; teach college success and navigation skills; and inspire, facilitate and support change.

In this knowledge-based economy, knowledge is now recognized as the driver of productivity and economic growth, leading to a new focus on the role of information, technology and learning in economic performance. People who qualify with knowledge and information will be able to work and live in this changing world. Most importantly, new issues and questions are being raised regarding the implications of the counseling for enhancing adult learners' personality and emotional behavior, technology and innovation that help people to easily access

the counseling, and the role of educational institutions. This is especially true in higher education, governments, workplace, and communities in the development and maintenance of the counseling programs and services that recognized the adult learner's real needs and interests.

Future Trends Shaping a More Systematic Function of Counseling Adult Learners

The importance of counseling requires better understanding of various points in today's world. These include: Role of adult educators with competence as counselors; quality and responsibility; counseling contents, processes and strategies; best practices for the successful adult counseling programs; monitoring and evaluation processes development of networks (e.g. higher education, governments, workplace, and communities, and other agencies); role of technology and innovation; implications for counselors' professional development; and , research studies for further development. Systematic and comprehensive counseling in adult education and andragogy should include goal setting, personal assessment, development of change strategies, strategy implementation, evaluation, and feedback, as well as involvement of family and community in order to develop the effectiveness of counseling programs and services for different adult learners.

Comprehensive Counseling in Adult Education

Comprehensive counseling in adult education includes: an andragogical approach of treating adults as adults, helping adults mature in every aspect, connecting counseling closely with facilitating learning, focusing on life tasks of adults, addressing life's challenges in each decade of life, dealing with our human values and priorities within the human systems of adult life. One possibility a more systematic function of counseling is looking at the adult educator [andragogue] and seek to apply her/his competence in this important task of counseling the adult learner.

Considering the Andragogical Approach in Adult Education Counseling

Andragogy is the art and science of helping adults learn. Knowles (1970, 1990) and Henschke (2003, 2009) indicate that some assumptions of andragogy are as follows: *The need to know*. Adults have a need to know a reason that makes sense to them, as to why they should learn some particular thing—why they need to learn the subject matter the teacher has to teach them. .

The learner's self- concept. As adults, we have a deep psychological need to be self-directing—to be perceived by others and treated by others as able to take responsibility for ourselves.

The role of experience. Adults enter into an educational activity with a greater volume and a different quality of experience than youths. The greater volume is obvious—the longer we live, the more experience we accumulate. The difference in quality of experience arises from the different roles adults and young people perform.

Readiness to learn. Adults become ready to learn when they experience a need to know or be able to do something to perform more effectively in some aspect of their lives. Among the chief sources of readiness are the developmental tasks associated with moving from one stage of

development to another. Any change—marriage, the birth of children, the loss of a job, divorce, the death of a friend or relative, or a change of residence—can trigger a readiness to learn.

Orientation to learning. Because adults are motivated to learn after they experience a need, they enter an educational activity with a life-, task-, or problem-centered orientation to learning.

Motivation. Although the andragogical model acknowledges that adults will respond to some external motivators—for example, a chance for promotion, a change of jobs, or a change in technology—it proposes that the more potent motivators are internal—such benefits as self-esteem, recognition by peers, better quality of life, greater self-confidence, self-actualization, and so on.

In working with counseling adult learners in educational contexts the professor [teacher, counselor, adult educator, supporter, etc.] must know, believe in and be skillful with *andragogy*—the art and science of helping adults learn. The mark of a professional is being an andragogue. The andragogue is inclined to support and encourage the person being counseled to be self-directed and creative in the solutions they are willing to experiment with and implement.

Dimensions of Maturation for Adult's Life

Another possibility for a more systematic function of counseling is the contrast of what happens with learners in early stages and learners in the more maturing stages of life. The idea of maturity as a goal of counseling in adult education needs to be divided into various dimensions, if it is to serve as a guide (or a counseling mechanism) for facilitating continuous learning. Out of the psychological literature comes the notion that there are several dimension of the maturing process, each with its own unique cycle of development. If the really critical dimensions of the maturing process could be identified, then adult education could have some yardsticks against which to measure the accomplishment of her/his mission. As a starting point, Knowles (1970) found the following fifteen dimensions of maturing listed in the Exhibit below which are nominated for consideration. (Note that these dimensions describe directions of growth, not absolute states of being to be achieved.)

The movement of the learners [or those being counseled] on these dimensions would be:

| From | → | Toward |
|--------------------------------|---|---------------------------------|
| Dependence | → | Autonomy |
| Passivity | → | Activity |
| Subjectivity | → | Objectivity |
| Ignorance | → | Enlightenment |
| Small abilities | → | Large abilities |
| Few responsibilities | → | Many responsibilities |
| Narrow interests | → | Broad interests |
| Selfishness | → | Altruism |
| Self-rejection | → | Self-acceptance |
| Amorphous self-identity | → | Integrated self-identity |
| Focus on particulars | → | Focus on principles |
| Superficial concerns | → | Deep Concerns |
| Imitation | → | Originality |
| Need for certainty | → | Tolerance for ambiguity |
| Impulsiveness | → | Rationality |

Although no stage is completely fulfilled at any point in life, one would seek to move along the path of each dimension. The pedagogue would be more inclined to control and direct the person being counseled, thus seeking to maintain them in the earlier stage of each dimension. The andragogue would be more inclined to support and encourage the person being counseled to be self-directed and creative in the solutions they are willing to experiment with and implement, thus seeking to move them forward toward the expanded enactment of each dimension of maturity.

Connecting Counseling Closely with Facilitating Learning

Galbraith, M.W. (1991) mentions that a facilitator of adult learning is a major player in the success of the process of andragogy and requires certain characteristics, roles, and skills; i.e. those of an effective counselor. He pointed out several studies that investigated those aspects. For instance, Brockett (1983) examined counseling and helping skill approaches and related them to the process of helping or facilitating adult learners in their learning processes. Based on the work of Egan (1975), such skills as attending, responding, and understanding were identified as basic components. It is obvious from the approaches mentioned above that the facilitator of adult learning takes on the role of counselor in a transactional process. The implementation of the helping process cannot be accomplished without possessing good communication skills. Another essential skill for facilitator of the transactional process is that of establishing strategies that motivate the learner to engage in meaningful, collaborative, challenging, and critically reflective learning. Facilitators can help establish a learning setting that encourages adult learners to be motivated toward wanting to think and act differently; i.e. more maturely.

Focusing on Life Tasks of Adults

As selected illustrations of tasks in each category to be worked on at each stage in life, I offer the following (Knowles, 1990).

Early Adulthood: 18-30

- Vocation and Career – Exploring Career Options
- Home and Family Living – Preparing for Marriage
- Personal Development – Developing your Religious Faith
- Enjoyment of Leisure – Finding New Friends
- Health – Developing a Healthy Life Style
- Community Living – Learning How to Exert Influence

Middle Adulthood: 30-65

- Vocation and Career – Changing Careers or Dealing with Unemployment
- Home and Family Living – Adjusting to Aging Parents
- Personal Development – Keeping out of a Rut
- Enjoyment of Leisure – Broadening your Cultural Interests
- Health – Compensating for Losses in Strength
- Community Living – Working for the Welfare of Others

Later Adulthood: 65 and Over

- Vocation and Career – Retirement and Finding New Ways to be Useful
- Home and Family Living – Putting your Estate in Order
- Personal Development – Keeping Future Oriented
- Enjoyment of Leisure – Establishing Affiliations with the Older Age Group
- Health – Getting Appropriate Exercise
- Community Living – Working for Improved Conditions for the Elderly

Each of these areas may be addressed through the developing programs that have to do with addressing various categories of life and keeping ourselves (or adult education facilitators/counselors) helping to work with adults a various stages of their life. More extensive lists of tasks in each category and age are available from various sources. Andragogues may move their counseling of adult learners along the line of working with various age groups and counting them all as equally deserving of their time and energy for the learning and counseling process.

Addressing Life's Challenges in Each Decade of Life

Another list to be considered that may be more extensive is one that addresses life challenges during various decades of life. It also addresses Six Core Human Values and is within eight Human Systems of Adult Life. This framework even carries one into 100 years of age while following the renewal cycle as a continuous adventure and journey (Hudson, 1999).

| Age | Life Challenges* |
|----------------------|---|
| Twenties | Experimenting; making tentative attachment, working; gaining comfort and competence with money, love, and sex; establishing habits of self-responsible behavior; maintaining a leisure life |
| Thirties | Reaching the top of career; creating a home; parenting (if chosen); managing financial obligations; sustaining a social life; participating in Children's (or one's own continued) schooling; maintaining a leisure life; caring for parents; facing possible losses such as divorce, loss of career; postponed ego development |
| Forties | Re-Evaluating one's life; establishing clear ego boundaries; cultivating the self; becoming one person in all roles; clarifying career and marriage; examining roads not taken; measuring decisions by time left; facing the possibilities of divorce, career change, geographical moves, and addictions |
| Fifties | Enjoying being with others; traveling and indulging in leisure activities; deepening intimacy; favoring passive mastery at work; enjoying post-parental roles; assuming new leadership roles; displaying increased social caring; preparing for increased losses |
| Sixties | Sharing knowledge and competence with younger people, grand-parenting, renewing intimacy, seeking new leadership roles, creating a new beginning |
| Seventies | Managing physical decline, sustaining hope and trust, blessing and appreciating others |
| Eighties | Managing physical decline, staying engaged, simplifying |
| Nineties | Candor, generosity, managing health issues, summing up |
| One Hundred & Beyond | |

As an illustration of people still vibrant at 100 years of age, I share the following true story. I [*John A. Henschke*] remember in the year 2000 seeing on TV a 102 year old man who had just published a book entitled: "Life is So Good." He was asked why he wrote this book at this age and he said that he learned how to read at age 98. When asked why he learned how to read at age 98, he replied that people were telling him things and he wanted to be able to read and check out whether they were telling him the truth. At this writing the book is still available on Amazon. The man's name is George Dawson. The book was written with Richard Glaubman. (Dawson and Glaubman, 2000)

**Note:* About each decade, adults recognize their lives around different priorities.

Dealing with Our Human Values and Priorities within Human Systems of Adult Life

The life of adults are prioritized around:

Six Core Human Values

1. *Sense of Self-Achievement or Work,*
2. *Intimacy,*
3. *Creativity and Play,*
4. *Search for Meaning,*
5. *Compassion, and*
6. *Contribution;*

Within a Human Systems of Adult Life of

1. *Personal,*
2. *Couple,*
3. *Family,*
4. *Friendship,*
5. *Work and Career,*
6. *Leisure,*
7. *Social, and*
8. *Environmental.*

Andragogues are inclined to be forward looking. The important thing to remember is that the adult education facilitator/counselor role encourages us to keep our eyes on goals that cause us to stretch and press on to the continuing call of life.

Having spent time in professional preparation and practice of both counseling and adult education, I provide the following illustrations (as a professional and a learner) of how I would implement the future trend track with counseling in an andragogical approach.

Professional: 1. As a professor, I work and discuss with the person until they have their own reason for moving forward with a plan to enhance their life. 2. Help them select a dimension of maturation they wish to develop such as moving from narrow interests toward broad interests. 3. Explain that I will seek to help them (facilitate and support them) to move forward on broadening their interest at their own pace and not at my pace. 4. Since this person is in middle adulthood, their selection of the community life task will be focused on working for the welfare of others. 5. The person chooses a thirties challenge of caring for parents. 6. This core human value would be focused on compassion within the human system of adult life in the family.

Learner: 1. As a learner, I am very interested in being self-directed in planning and carrying out my learning. 2. The dimension of maturation I choose is moving from superficial concerns toward deep concerns. 3. I understand that moving forward in my life is a choice I make for myself and I don't expect or depend on others to make this happen. 4. I will seek to

keep future oriented in developing personally. 5. Since I am in my late seventies, my challenge in life will focus on blessing and appreciating others. 6. The core human value I select is contribution within the human system of adult life in the social setting.

Other professionals may use the same andragogical counseling processes to support the growth and development of individuals and society as a whole. Other learners are encouraged to focus on staying ahead of the curve in trusting the future and sustaining hope. Each person's selection will be supported in her/his choosing freely their own direction in life. This will help increase focus on a growth and future oriented model of life and will minimize a focus on solving problems.

Conclusion

Therefore, the recommendations specifically for several related groups and organizations such as counselors, student services specialists, adult educators, facilitators and administrators is that they recognize their opportunities to inspire each person to move forward in her/his life. These counselor types of people that will undertake and implement the andragogical approach with adults in adult education are persons in helping professions like adult education and counseling, governments, local agencies, and communities, and all sectors in the society. The process of developing and integrating a more andragogical perspective in counseling education and services for adult learners is challenging and highly interactive. It is hoped that these issues will generate and encourage further dialogue and discussion.

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Key Terms and Definitions

Andragogy – a scientific discipline for study of the theory, processes, technology, art and anything else of value and benefit including learning, teaching, instructing, guiding, leading, and modeling/exemplifying a way of life, which would help to bring adults to their full degree of humaneness.

Pedagogy – the art and science of teaching children, and/or the uninitiated learner, in new subject matter with which they are unacquainted.

Counselor – a person who gives advice or is authorized by natural relationship – birth, office, profession – to advise another in regard to his/her future conduct and measures.

Counseling – is the act of helping (admonishing, advising, instructing) another person to consider, reflect, and possibly adopt a plan of action or appropriate behavior.

Counsel – is advice, opinion, or instruction given upon request or otherwise, for directing the deliberation, judgment or conduct of another.

Competency -- is a cluster of knowledges, understandings, skills, attitudes, values, and interests that are required for the performance of a function. In this case the function would be to be competent in counseling adult learners.

Counseling Competency – is the ability to help individual persons recognize and understand personal needs, values, problems, alternatives, possible actions or attitudes, and goals.

Maturing – finish, completion, polish, ripeness, readiness, idealness, flawlessness, impeccability, irreproachability, perfected by time or natural growth.