

Elements in the Learner-Centered Mentoring Paradigm

Mentoring Element	Changing Paradigm	Adult Learning Principle
Mentee role	<p>From: Passive receiver</p> <p>To: Active partner</p>	Adults learn best when they are involved in diagnosing, planning implementing, and evaluating their own learning.
Mentor role	<p>From: Authority</p> <p>To: Facilitator</p>	The role of the facilitator is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place.
Learning process	<p>From: Mentor directed and responsible for the mentee's learning</p> <p>To: Self-Directed with the mentee responsible for own learning</p>	Adult learners have a need to be self-directing.
Length of relationship	<p>From: Calendar focus</p> <p>To: Goal determined</p>	Readiness for learning increases when there is a specific need to know.
Mentoring relationship	<p>From: One life=one mentor; one mentor=one mentee</p> <p>To: Multiple mentors over a lifetime and multiple modalities for mentoring: individual, group and peer models.</p>	Life's reservoir of experience is a primary learning resource: the life experiences of others enrich the learning process.
Setting	<p>From: Face-to-face</p> <p>To: Multiple and varied venues and opportunities</p>	Adult learners have an inherent need for immediacy of application.
Focus	<p>From: Product oriented: knowledge transfer and acquisition</p> <p>To: Process oriented: Critical reflection and application.</p>	Adults respond best to learning when they are internally motivated to learn.