

Adult Learning Principles with Implications

Adult Learning Principle	Mentoring Element	Implications for Mentor and Mentee
Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.	Mentee role	Involve mentees in planning and implementing the learning activities. The learner should take the lead in determining objectives with the support and advice of the mentor.
The role of the facilitator is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place.	Mentor role	Create a climate that encourages and supports learning. The mentee sets the meeting agenda while the mentor shares ideas, experiences and values.
Adults have a need to be self-directing.	Learning process	Cultivate self-direction in mentees. The mentor should help the mentee to become proactive rather than reactive in gaining skills.
Readiness for learning increases when there is a specific need to know.	Length of relationship	The mentor who meets with their mentee regularly is more likely to provide support on specific incidents or challenges.
Life's reservoir of experience is a primary learning resource; the life experiences of others add enrichment to the learning process.	Mentoring relationship	Draw upon mentee's experience as a resource. The mentor should support and coach the mentee to build on existing experience.
Adult learners have an inherent need for immediacy of application.	Setting	The mentor should introduce the mentee to other colleagues for additional expertise. The mentee should be encouraged to work with peers to form their own network.
Adults respond best to learning when they are internally motivated to learn.	Focus	Foster a spirit of collaboration in learning. Both the mentor and the mentee should be learning from one another and providing support to test out new ideas.