

Elements in the Learner-Centered Mentoring Paradigm

Zachary, L. J. (2000) *The Mentor's Guide*, p. 6

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