



Applying principles of adult learning and mentoring in the work based learning process



Learning objectives

Knowledge

- To understand the principles of adult education and VET
- To understand the role of mentor in learning process

Skills

- To be able to identify which types of learning would be most effective for the learner
- To be able to agree the rules and boundaries of mentoring relationship

Competences

- To act in a way that shows you are willing to help the learner
- To take responsibility for his/her own work approach and role
- To identify opportunities for mentoring

Content

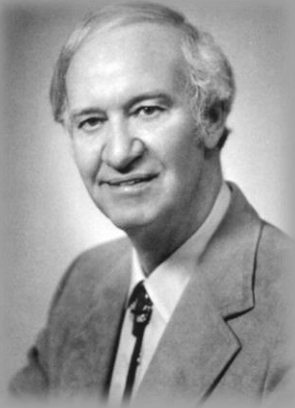
1. Applying principles of adult learning
 - Andragogical Model of Malcolm Knowles
 - Characteristics of adult learners
 - Principles of adult learning
 - Learning tips for effective instructors

2. Applying principles of adult mentoring
 - What is mentoring and mentor?
 - Key mentoring values and principles
 - Mentoring skills and roles
 - Stages of mentoring relationships
 - Benefits of mentoring at workplace



1. Applying principles of adult learning

Andragogical Model of Malcolm Knowles



The learner should be actively involved in the learning process.

Malcolm Knowles

Andragogical Model of Malcolm Knowles

Man/
Person

Leading

Andragogy = andra + agogy

A term introduced by Knowles that describes the science of helping adults learn

Andragogical vs. **Pedagogical**

Learner-centered
method

Teacher-centered
method

Andragogical Model of Malcolm Knowles

Four main principles of Andragogy

1. Involved adult learners

Adults need to be involved in the planning and evaluation of their instructions

2. Adult learners' experience

Experience including mistakes provides the basis for the learning activities

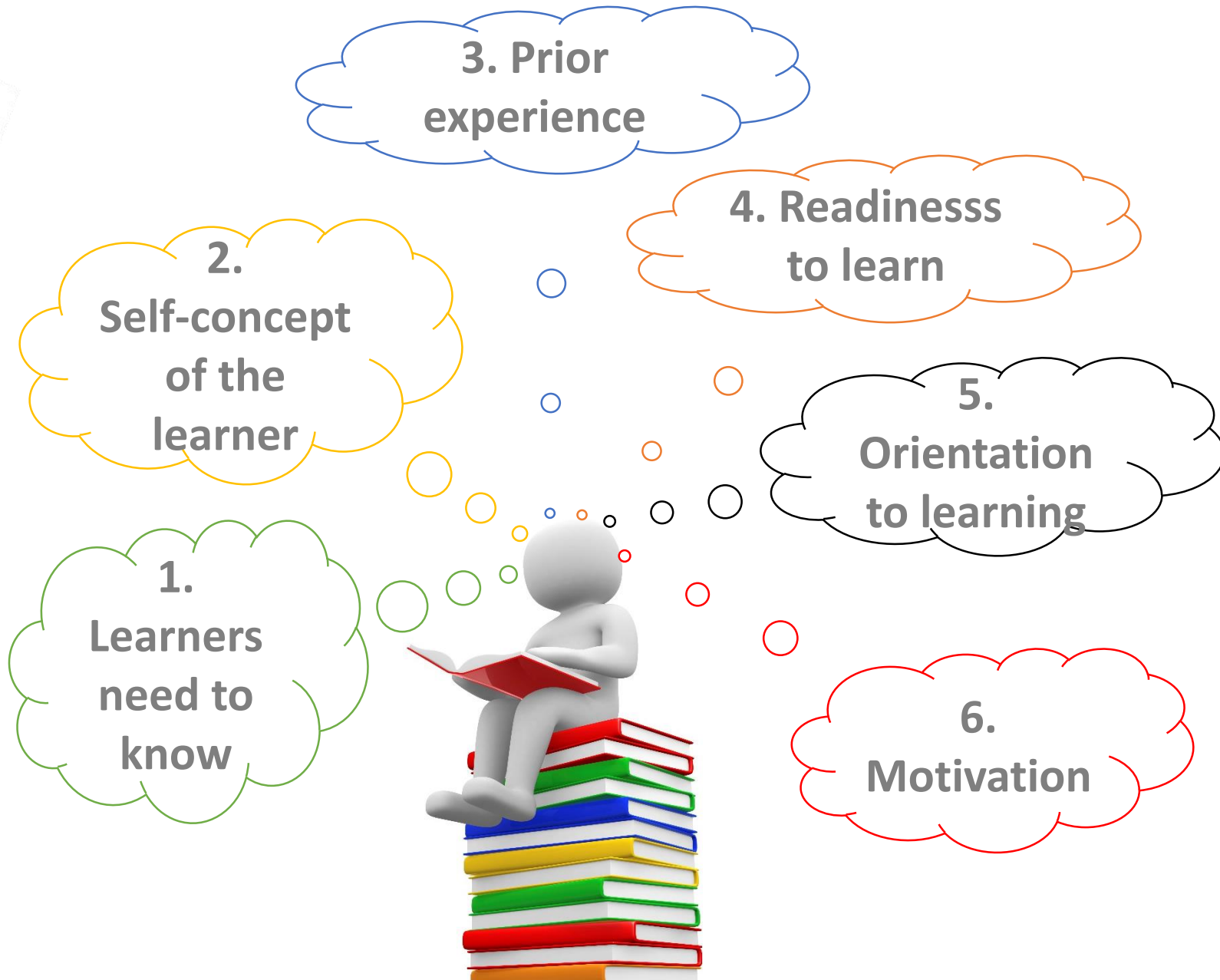
3. Relevance and impact to learners' lives

Adults are most interested in learning subjects that have immediate and impact to their job

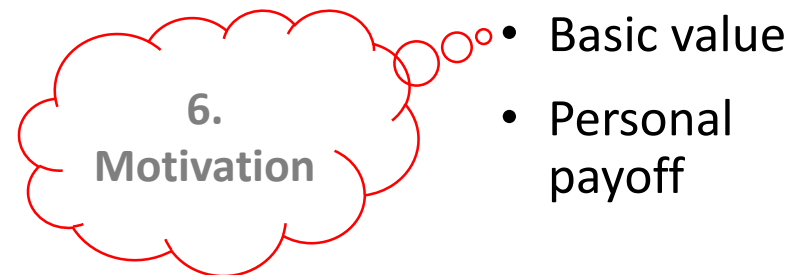
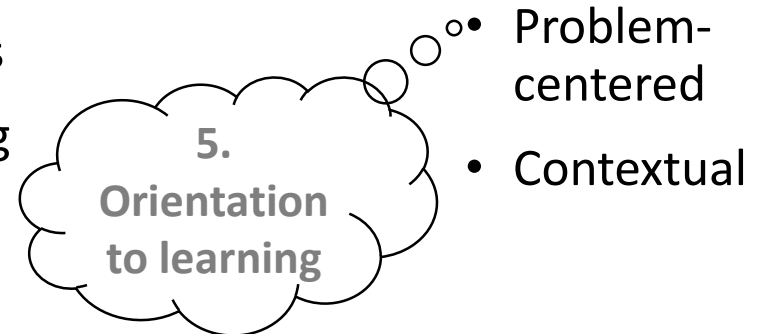
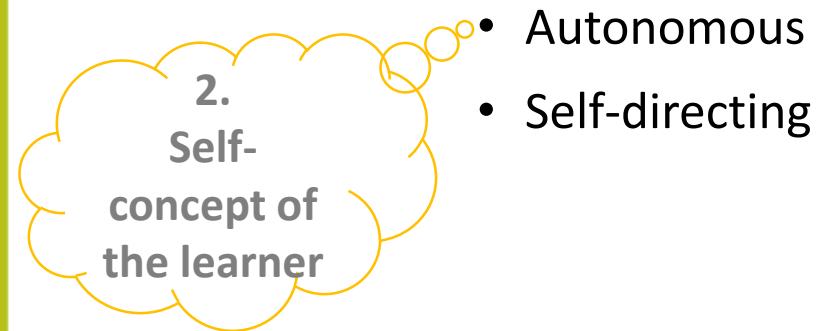
4. Problem-centered

Adult learning is problem-centered rather than content-oriented

Andragogical Model of Malcolm Knowles




Andragogical Model of Malcolm Knowles




Characteristics of adult learners

Teaching Strategies

- 
- ✓ Have years of experience and a wealth of knowledge → Use your adult students as resources; use open-ended questions to draw out students' knowledge and experiences; provide many opportunities for dialogue among students
 - ✓ Have established values, beliefs, and opinions → Take time to clarify student expectations; permit debate and challenge of ideas; be careful to protect minority opinions within the class
 - ✓ Expect to be treated as adults → Treat questions and comments with respect; acknowledge contributions students make to the class
 - ✓ Need to feel self-directed → Engage students in designing the learning process; want more than one medium for learning and to want control over the learning pace and start/stop times

Characteristics of adult learners

Teaching Strategies



✓ Often have a problem centered approach to learning



Show immediately how new knowledge or skills can be applied to current problems or situations; use participatory techniques such as case studies and problem-solving groups

✓ Tend to be less interested in survey types of courses and more interested in straightforward how-to



Focus on theories and concepts within the context of their applications to relevant problems; orient the course content toward direct applications rather than toward theory

✓ Have increased variation in learning styles



Use a variety of teaching materials and methods to take into account differences in style, time, types, and pace of learning

Principles of adult learning

Principle 1. Motivation



What is motivation?

Answer

Motivation is the force that drives people to fulfill a need.

The reason or reasons one has for acting or behaving in a particular way.

The general desire or willingness of someone to do something.



Ways to motivate learners

- ✓ *Get examples of their workplace*
- ✓ *Create useful and relevant learning experiences based on the age group and interests of your learners*
- ✓ *Facilitate exploration*
- ✓ *Stimulate your learners*
- ✓ *Be respectful to them*
- ✓ *Be interesting and fun*

Principles of adult learning

Principle 2. Primacy and Recency



What is primacy and recency?

Answer

The things that participants learn first and last are usually learnt best so the first impressions or pieces of information that learners get from the trainer are really important.



- ✓ *It's a good practice to include all of the key points at the beginning of the session.*
- ✓ *Bury the bad in the middle.*

Principles of adult learning

Principle 3. Two-way (2-way) communication



What is 2-way communication?

Answer

The training process involves communication with the learners, not at them.



Factors to be considered for 2-way communication

- ✓ *Body language is also included.*
- ✓ *Your session plan should have interactions with the learners designed into it.*

Principles of adult learning

Principle 4. Feedback



- ✓ Informs both the facilitator and the learner need information from each other.
- ✓ The facilitator needs to know that the participants are following and keeping pace and the participants need feedback on the standards of their performance.



helpful
tips

Factors to be considered for feedback

- ✓ *Encourage learners to share their feedback*
- ✓ *Let them know that you will do the same*
- ✓ *Always use specific descriptors when sharing feedback*

Principles of adult learning

Principle 5. Active learning



A large orange arrow pointing to the right, containing three yellow rounded rectangular boxes. The first box is labeled 'Short activities', the second 'Case-based or problem-based experience', and the third 'Experiential training'.

Short activities

Case-based or
problem-based
experience

Experiential
training



Factors to be considered for active learning

- ✓ *Participants learn more when they are actively involved in the process*
 - *Use practical exercises*
 - *Use plenty of questions*

Principles of adult learning

Principle 6. Multi-sense learning



What is multi-sense learning?

Answer

Use of more than one of five senses during learning activity



Factors to be considered for multi-sense learning

- ✓ *If you tell learners about something, try to show them as well.*
- ✓ *Use as many of the learners' senses as necessary for them to learn, but do not get carried away*
- ✓ *Make sure that the sense selected can be used*
- ✓ *Ensure that it is not difficult for the learner to hear, see and touch whatever you want to.*

Principles of adult learning

Principle 7. Repetition



Things that are repeated are best remembered



- ✓ *Ask frequent questions*
- ✓ *Always summarise at the conclusion of a session*
- ✓ *Get the learners to recall frequently what has been covered so far*

Learning tips for effective instructors



- Don't treat adults like a children.
- Use learners' experience to help out their learning.
- Ensure that adults feel there is a need before you teach them.
- Adults need to know why they need to learn something.
- Adult approach learning as problem-solving.



2. Applying principles of adult mentoring

What is mentoring and mentor?

One form of support

Mentoring



Very complex process

Interpretation in different ways by different people

Difficult to be defined

Varies from one situation to another

What is mentoring and mentor?

Mentoring



Off line help by one person to another in making significant transitions in knowledge, work or thinking

Megginson & Clutterbuck, 1995

Someone who helps another person to become what that person aspires to be.

CEGEP, 1988

What is mentoring and mentor?

Workplace Mentoring



A learning partnership between employees for purposes of sharing technical information, institutional knowledge and insight with respect to a particular occupation, profession, organization or endeavor.

What is mentoring and mentor?



What is mentoring and mentor?

An accomplished and experienced performer who takes a special, personal interest in helping to guide and develop a junior or more inexperienced person

Gibb, 1994

A mentor is a more experienced individual willing to share knowledge with someone less experienced in a relationship of mutual trust


David Clutterbuck, 1995

M E N T O R


A mentor facilitates personal and professional growth in an individual by sharing the knowledge and insights that have been learned through the years. The desire to want to share these 'life experiences' is characteristic of a successful mentor

Arizona National Guard

Key mentoring values and principles

- 
- 1 Mentoring involves a definite time commitment.
 - 2 Mentoring requires a trusting, confidential relationship based on mutual respect.
 - 3 The purpose of mentoring must be mutually established by the mentor and mentee with clearly defined goals.
 - 4 Mentoring involves a clearly bounded relationship that is close.
 - 5 A mentoring relationship is planned for enhancing specific growth goals of a mentee; not for organizational requirements such as employee evaluation.

Key mentoring values and principles

- 
- 6 Mentors provide quality performance assessments, especially of a mentee's self-assessment.
 - 7 The mentoring relationship ends when the mentee is able to operate independently.
 - 8 Mentors follow a servant leadership model by providing value to another without receiving extrinsic rewards.
 - 9 Mentees must show progress by "raising the bar" for themselves as their insights and skills increase.
 - 10 Mentors should model performances for mentees thereby providing them with opportunities to observe and develop insights.

Mentoring skills and roles

Key mentoring



- ✓ Active listening
- ✓ Building trust
- ✓ Determining goals and building capacity
- ✓ Encouraging and inspiring

Mentoring skills and roles

Key mentoring



- ✓ **Active listening** is the most basic skill. Active listening creates a positive, accepting environment that permits open communication.

Examples of active listening

- Use body language that shows you are paying attention to what mentee is saying.
- Show interest in what mentee is saying and reflect back important aspects of what mentee has said to show that you have understood.



Mentoring skills and roles

Key mentoring



✓ Building trust

Trust is built over time.

Tips on how to increase trust

- Keep your conversations and communication with mentee confidential.
- Conduct your scheduled meetings
- Show interest and support
- Be honest with your mentee



Mentoring skills and roles

Key mentoring



✓ Determining goals and building capacity

Help your mentee to identify his/her goals concerning the workplace.

Tips on how to develop your mentee's capacity for learning and achieving his/her goals

- Imparting knowledge and skills by explaining, giving useful examples, demonstrating processes and asking thought-provoking questions
- Helping him/her gain broader perspectives of his/her responsibilities

Mentoring skills and roles

Key mentoring



✓ Encouraging and inspiring

Encouraging is the most valued mentoring skill by mentees.

Ways on how to encourage your mentee

- Comment favorably on his/her accomplishment
- Respond to his/her challenges with words of support, encouragement and understanding.

Examples to inspire your mentee

- Share the company vision
- Describe experiences, mistakes and successes you or other have encountered on the road to achieving your goals
- Talk with the mentee about people and events that have inspired and motivated you.

Stages of mentoring relationships

Mentoring relationship



Special relationship in which two people make a real connection with each other.



They form a **bond**.



Mutual trust and respect
Openness and honesty

Stages of mentoring relationships

Mentoring relationship



The relationship quality is crucial to a successful outcome.

IF

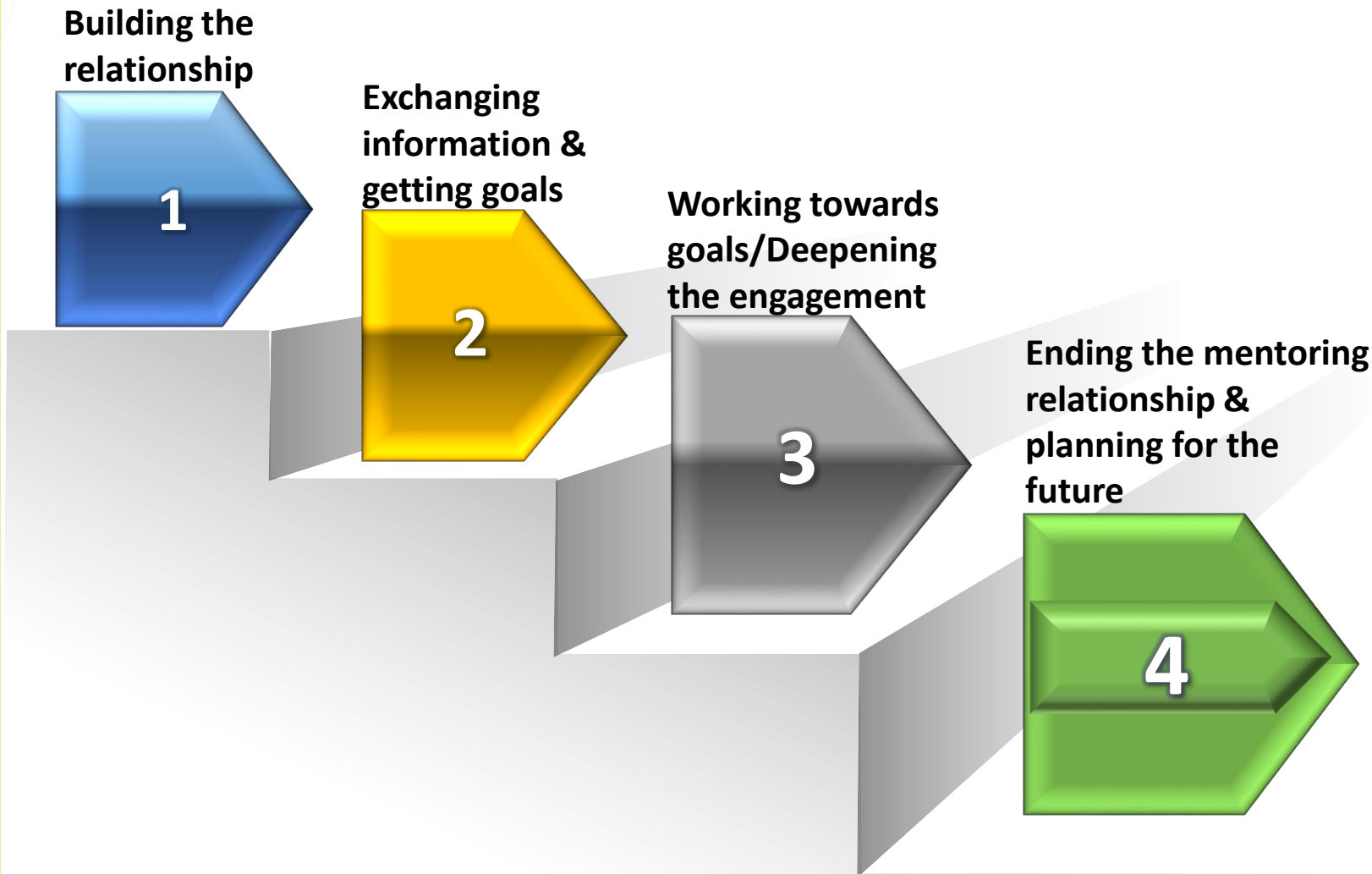
Bonding does not occur

OR

One or two of both parties are not comfortable within the relationship

Neither learning nor mentoring will be sustained.

Stages of mentoring relationships



Stages of mentoring relationships

Building the relationship



- ✓ You will get to know each other and begin to establish trust.
- ✓ During your first meeting:
 - Establish a schedule
 - Discuss your backgrounds
 - Make agreement about confidentiality
- ✓ During the second meeting:
 - Begin by reflecting back a few of key experiences from the first meeting
 - Ask additional questions about mentoring goals and benefits.

Stages of mentoring relationships

Exchanging information & getting goals



2

- ✓ During this stage, the mentoring relationship and trust will deepen.
- ✓ Be attentive to practicing active listening and consistently expressing encouragement.
- ✓ Help your mentee to set goals
 - Provide input and support on a variety of issues and challenges.
 - Goals are helpful for the day-to-day demands.
 - Encourage the mentee to discuss his/her goals with you.
 - Refer back to his/her goals periodically as a way to refocusing on goals.

Stages of mentoring relationships

Working towards goals/Deepening the engagement



3

- ✓ This stage is typically the longest.
- ✓ This is a good point in mentoring to reflect on progress toward goals and on the relationship itself.
- ✓ Potential challenges in this stage:
 - **Time & Energy:** Think small rather than large
 - **Building trust quickly:** Keep your promises and commitments
 - **Not being the “expert” on all mentee needs:** Explain the role of “learning facilitator” early in the relationship. Tell that you will not have all the answers.
 - **Being sensitive to differences:** In addition to discovering all your similarities, work carefully to identify the differences between you and your mentee.

Stages of mentoring relationships

Ending the mentoring relationship & planning for the future



4

- ✓ This stage brings mentoring relationship to a close.
- ✓ Work with your mentee to define the types of support he/she may need in the future.
- ✓ Conduct a final discussion:
 - Reflecting challenges and progress towards goals
 - Exploring other type of support he/she may still need

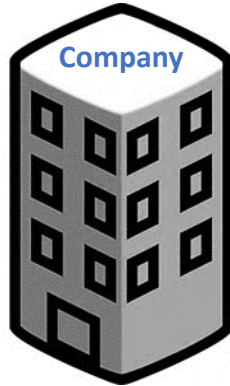
Stages of mentoring relationships

Potential problem areas in all stages

- *Mismatch of mentor/mentee*
- *Mismatch of expectations*
- *Unwilling mentor/mentee*
- *Over enthusiastic mentee*
- *Gender mismatch*
- *Cultural mismatch*
- *Race mismatch*
- *Emotional involvement*
- *Broken confidentiality*
- *Conflicting roles*
- *Boundaries not agreed in advance*

VERY IMPORTANT to consider the relationship
between mentor and mentee

Benefits of mentoring at workplace



- Win the company



- Win the mentor



- Win the mentees