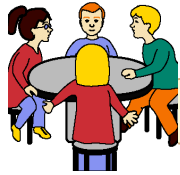


Principles of adult learning facilitate group problem solving



People will be open-minded, explore aspects of the problem, listen to each other, and try to find the best solution



Create optimum environment for adult learning



Why

Support learner's **need to know WHY** they need to learn something

Explore benefits

Help learner discover gaps between where they are now and where they want to be

Make relevance explicit: "why"

Compare to job description

Provide measurement opportunities

Expose to role models



Support learner's **self-concept** of being responsible for their own decisions

Provide opportunities for learner to be autonomous and self-directing

Provide options and choices

Solicit learner's ideas

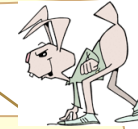


Recognize role of learner's **past experiences**

Help learners examine habits and biases and open their minds to new approaches (mental models)

Draw on richness of experience as a resource; Build on related past experience

Build on opportunities to learn from experience (even at the expense of content)



Recognize and support learner's **readiness** to learn

Match learning opportunities to developmental transitions (job change, responsibility change, life transition, etc.)

Create focus and intentionality

Relate issue to current needs and situations



Support learner's **inter-task- problem-centered orientation** to learning

Match learning situation and content to life situation

Devise relevant tasks and content

Make sure it's useful



Recognize and support learner's **internal motivators** to learn

Tap into positive motivators

Intrinsic value

Neutralize negatives (obstacles)

Personal payoff

Ensure organizational reward and incentive systems are consistent and provide motivation

Based on *The Adult Learner* (5th ed., 1998) by Malcolm Knowles, Elwood F. Holton III, Richard A. Swanson; and *High Impact Learning* (2001) by Robert O. Brinkerhoff and Anne M. Apking