

**EAST MEETS WEST IN THE SLAMS ROOM**  
**EVOLUTION OF STUDENT MENTOR PROGRAM**  
by **Costa ENGLEZOS,**  
**Coordinator of RMIT Business Student Mentoring Program**

## **INTRODUCTION**

At the start of 2003 a student mentoring program of 25 second year students was established for Accounting students within the RMIT Business Portfolio. In 2004 the program grew to 80 students to meet the needs of new students across the *whole* Business Portfolio. Till the middle of 2005 the program was only really achieving 3 of the 4 F's of its stated objectives:

1. Facilitating Friendship
2. Finding Your Way Around the Campus
3. Frequently Asked Questions

These are very much only initial transitional issues.

By the end of semester 1 2005 we had found a way to achieve our fourth F :  
Finding Your Feet as a University Student.

The Mentor Program evolved a new means of staying relevant beyond week 3 of semester and meeting students' on-going needs – the SLAMS program was established – Student Learning Advisor Mentors – to help students with their studies..

Over 100 students with a Distinction or High Distinction across 9 major courses volunteered 2 hours per week for 8 weeks of free tutoring and study skills advice to students new to those courses.

With two-thirds of the SLAMS being international students, not only are international students being 'mentored' by domestic students, we now have an arena where domestic students are being mentored by international students, and where international students from a diverse background where helping other diverse-background international students!

## **Objectives of Program**

**The objectives of the SLAM program were two-fold:**

To improve the quality of students' learning experiences by providing a systematic fourth layer of input and support (after lectures, tutorials, and Learning Skills Unit support,) in a controlled and user-friendly environment., and

To develop a learning community where those involved as SLAMS were stimulated to grow personally through the service of others and interaction with each other.

**When I put forward this proposal to Faculty leadership I argued  
Why and How this project would benefit the Business Portfolio**

It will be:

- Cost-effective to the university
- Helping all students to access mutual support and assistance in their pursuit of academic success
- Overseen by myself, (0.5 Co-ordinator of the Student Mentor Program and 0.5 Lecturer in Accounting), and in partnership with the Learning Skills Unit.
- Supervised and controlled by the con venor of each course involved
- Run in accordance with a strict and clear set of guidelines as to the limits of the roles and responsibilities of the SLAMs
- A vehicle where all students, especially internationals, will more consistently interact with other students, thus also helping to meet their social needs.
- Training the SLAMs in their confidence and communication skills.

## **Implementation of Program**

### **Recruiting**

By email all students enrolled in each degree course within the Business Portfolio were invited to, if they had achieved a HDH or DID grade in the targeted 'common courses', serve as SLAMS in the following semester.

See Appendix 1 for EMAIL letter that was sent to recruit SLAMS

Originally just over 160 students volunteered to register as SLAMS when the first invitation went out for 14 courses. After 5 courses were withdrawn from the program, there were 120 students still registered to serve as SLAMS.

This initial response was unexpectedly higher than we had anticipated. There is a huge supply of student goodwill which this project was tapping into!

Table 1 reveals that two-thirds of those who had applied to serve as SLAMS were international students, whereas the ratio of local students to international students in the 'general mentor program' is much closer to 50 – 50.

TABLE 1  
COUNTRY OF ORIGIN OF SLAM VOLUNTEERS

Country of Origin	No.	
Australia	38	33.9%
China	26	23.2%
Malaysia	14	12.5%
Vietnam	10	8.9%
Indonesian	7	6.3%
Middle East	5	4.5%
India	4	3.6%
Nepal	1	0.9%
Bengal	1	0.9%
Fiji	1	0.9%
Hong Kong	1	0.9%
Phillipines	1	0.9%
Thailand	1	0.9%
Germany	1	0.9%
Romania	1	0.9%
	112	100.0%

When initially asked WHY they wanted to be involved in the SLAMS Team they gave the following answers:

TABLE 2  
GIVEN REASONS FOR JOINING SLAMS

Help Students	45	45.9%
Make Friends / Meet People	28	28.6%
Increase skills / communication	12	12.2%
Gain good experience	11	11.2%
Give back to RMIT	8	8.2%
Increase my own knowledge	5	5.1%
Share Knowledge	4	4.1%
Include in my resume	4	4.1%
Sounds like Fun	3	3.1%
Work in a Team	2	2.0%
Something different	1	1.0%
I enjoy teaching	1	1.0%
challenge myself	1	1.0%
satisfaction	1	1.0%

This shows that their major reason for joining the program was a genuine philanthropic desire to help others. They then realised that this was an opportunity to become part of the community at RMIT and to 'give back' to it. In so doing, they knew that they could make friends along the way. Thirdly came what could be called the 'selfish reasons': something to include on their resume and the personal development that they could experience.

## **Training**

During week 1 we held a couple of Information Sessions for potential SLAMS, led by Lila Kemlo (Learning Skills Unit), in order to spell out the objectives and expectations of the program.

During the next two weeks of the semester they received 1 – 1.5 hours of training in small groups from the Learning Skills Unit, regarding a number of issues relating to how to fulfil their roles as a SLAM. This included strategies on how to effectively teach rather than just being drawn into ‘spoon-feeding’. So they were encouraged to ask questions in order to draw out the students’ existing understanding.

We also discussed how to manage small groups of students simultaneously. Above all we wanted them to understand the limits of their responsibility.

The SLAMS Code of Conduct was used as the basis for much of the discussion. See Appendix 2.

## **Rostering**

Each of the SLAMs were asked to nominate which courses they were qualified and willing to serve, as well as when they would be available – 2 hours per week – for student consultation. James Sewell (a recent graduate and my 15 hour-per-week paid admin assistant) then helped me to collate these results and allocated SLAMS to each course on the basis of expected demand and the numbers of SLAMS available to each course. This was not an easy task since MANY of the SLAMS had nominated a wide range of courses in which they had achieved a DID or HDH result.

The rostered times for SLAMs in each course were then emailed to ALL students enrolled in that course, pinned up on noticeboards within and near the SLAMS room, as well as placed on the students’ generally accessible G: drive Throughout the semester these rosters were occasionally modified as SLAMS’ availability varied.

## **Administering**

We anticipated / hoped that staff would actively prepare appropriate materials but two factors changed:

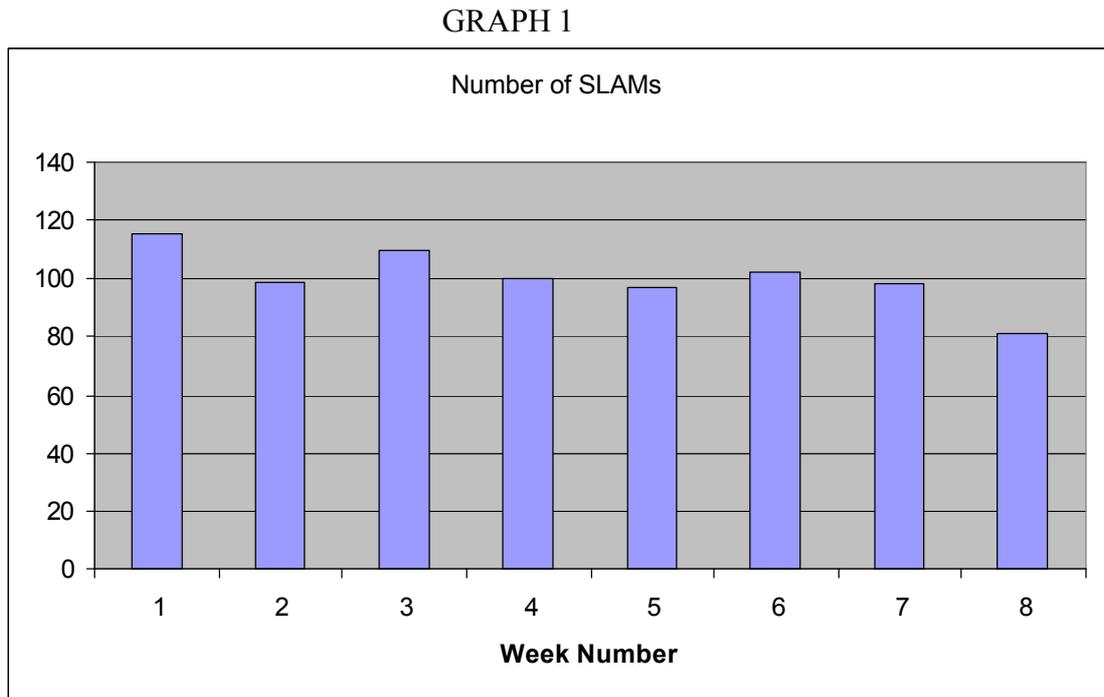
- 1) staff didn’t see the need / weren’t willing to go beyond the existing tutorial program and tutorial solutions already available, and
- 2) we decided that students had to bring their own questions / materials.

*This was to protect SLAMS from having to commit to further preparation!*

Weekly log-in sheets were prepared to keep a record of the attendance of both the SLAMS and their student clients. Clients were also asked to indicate on a scale of 1 – 4 ‘How Helpful Was The SLAM?’ and whether they ‘Got What They Came For’.

These sheets were then collated onto spreadsheets on a weekly basis.

Graph 1 shows the remarkable consistency of the attendance of SLAMS despite their own study pressures and cooperative education job interviews.



## Marketing

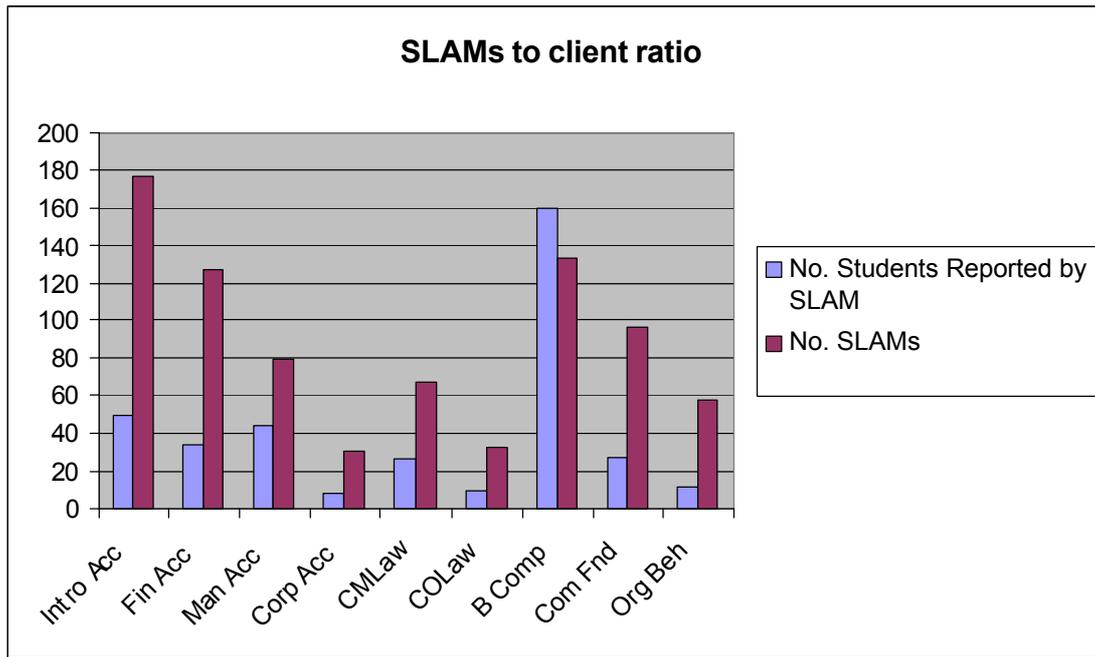
All students enrolled in the nine courses covered were introduced to the SLAMS Program (its purpose and Code of Conduct) by email as well as given an attachment with the weekly roster of SLAM's availability for that course.

We also prepared:

- Advertising flyers at several Barbecues conducted by the Student Mentors on level 4,
- Advertisements for the Foyer TV screens
- Once or twice during the semester SLAMs made announcements in lectures
- A SLAMS page was added to the Student Mentor Program Website [www.rmit.edu.au/bus/smp](http://www.rmit.edu.au/bus/smp)
- Flyers were placed on the Learning Skills Unit Notice Board

## Outcomes From Clients' Perspective

**GRAPH 2  
ATTENDANCE OF SLAMS & CLIENTS  
ON A COURSE BY COURSE BASIS**



Graph 2 shows a slightly disappointing story that the attendance to the SLAMS room was lighter than we had anticipated. In almost every course offered, the level of SLAMS attendance outweighed the number of *recorded* clients. The exceptional course with by far the highest attendance of clients was Business Computing 1, where a very demanding major assignment, along with consistent encouragement from the lecturer, led to a huge demand on the SLAMS' services.

Every client who attended was asked to give a rating as to the quality of the service they had experienced. Their responses are summarised in Table 3

**TABLE 3  
CLIENTS' LEVELS OF SATISFACTION**

SLAM HELPFULNESS				GET WHAT I CAME FOR			
1	2	3	4	1	2	3	4
133	34	1	0	119	37	1	0
79%	20%	1%	0%	76%	24%	1%	0%

**1 = Very Helpful    2 = Helpful    3 = Not So Helpful    4 = Not Helpful At All**

During our final operating week of semester, we asked our 'clients' to fill in a more detailed survey. Their 21 responses are summarised below, with comments *in italics*.

### SLAM Project Evaluation Form

#### **What course / courses did you attend SLAMs for?**

Business Computing	7	
Intro Acc	6	
Management Acc	5	
Commercial Law	2	
Financial Acc	1	TOTAL 21 usable replies

*This became a typical spread of students across the courses on offer.*

#### **I attended SLAMs :**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4 or more times</b>
2	8	2	9

*We had a growing number of 'regulars' attending throughout the semester.*

#### **I came to SLAMs for? (You can choose more than one option)**

- Help understand course material	16
- Exam preparation	10
- Help with your assignment	8
- Advice about how to approach the course	3

*Fewer students who attended came for assistance with the Business Computing assignment*

*More and more they wanted help to understand course material and exam preparation.*

*It's encouraging that they 'sought advice on how to approach the course', especially relevant to Commercial Law.*

#### **SLAMs helped me by? (You can choose more than one option)**

- Working through questions together	20
- Providing answers	7
- Using alternative questions	4

*It is very encouraging that the predominant answer was 'working through questions together', which was the preferred method that was stressed through Lila's training sessions.*

<b>I went to my lecturer/tutor before coming to SLAM?</b>	Yes 9
	No 12

*This is especially encouraging, that SLAMS were NOT automatically seen as a substitute for consultation with lecturing staff. From my experience of how little*

*students approach staff for assistance outside of class time, this high ratio (9 / 21) would suggest that we were seeing conscientious students as well as those who lacked confidence to approach staff directly.*

**I felt more comfortable asking a SLAM for help because:**

SLAM patient enough to explain repeatedly	16
SLAM can communicate at my level	14
SLAM won't laugh at my ignorance	6
Lecturer not available	5
Scared of approaching lecturer	3

*These responses confirm my belief that students would much rather receive learning assistance from another student – greater perceived patience and an ability to ‘communicate at their own level’.*

*Only 25% of respondents complained that lecturers weren't available. (The 3 who stated that they were scared to approach their lecturer all came from the same course!)*

**SLAM makes me feel that RMIT is a more user friendly environment for learning?**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	0	14	6

*20 / 21 indicated that SLAMS made RMIT a more positive learning environment.*

**I had confidence in the level of knowledge and expertise of the SLAM that helped me?**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
0	1	0	16	4

*20 / 21 had confidence in the SLAM'S ability to help them.*

The student who disagreed to both of the previous questions **shall be tracked down and shot at dawn!!**

Perhaps he/she may have :

Misunderstood the question

Already been enjoying his/her time at RMIT, or

So hated it, that his/her time with the SLAM made no difference.

At a focus group conducted for our clients during the final week of semester the following comments were shared by some of the students:

**What do you see are the advantages/disadvantages of seeing a SLAM instead of an academic teaching staff for assistance in the subject?**

“The lecturer gives information, we absorb it. With the SLAMS it’s an exchange of views. It gives us the opportunity to work together to try to solve things – it’s teamwork.. If I don’t understand how to do something, they would say here’s another way around it, another option. You can move along, it gives you short cuts.”

“The major advantage is time, it saves hunting down the lecturer. It’s convenient having so many hours. Also to hear from different perspectives.”

**In what ways do you think the SLAMs project has assisted you in your studies?**

“The room is never closed. It always seemed to be here. There’s only one lecturer in Business Computing, I did get brief replies to emails, but here I had time and alternatives to getting an understanding.”

“– just by being in the room made my mind work – I could see they had Distinctions and HDs, hopefully I would be like them – I’d like to be.”

“I don’t only come here when I need help, I come here to study. English is my second language, I have to ask what a question is all about, check my interpretation.”

**What do you see as the main effect SLAMs have on the culture of RMIT Business?**

“I don’t feel as alone. It was much more difficult before. I struggled. Now I’m up to date with my work, I’m more confident, I’m happier. My marks are far above what I was getting, Ds, HD, really a surprise. It changes your whole feeling about study and when you get help you don’t feel so alone.

The barbecues, the mentors it all helps – you get out of the house and meet friendly people. I don’t make many friends in class, I do here.”

“Last semester I got good grades but I was very stressed, I was flying with one wing. Now I’m flying with two wings. It builds up your confidence because there are people you can talk to, when you are doing your study you can ask the SLAMS to check what you’re doing. You feel good. I don’t know if I’m still stressed, not as much, I don’t worry so much because I know what I’m doing is right. I get more feedback on what I’m doing at the time.”

**Do you think the SLAMs need more training to fulfil their service?**

“I don’t think they should be taken away because they don’t know all they could. It’s more for the students to put in the work, the SLAMS can give a push. A lot expected to get the answer to the assessment, you can’t expect that. They did help when you were serious. You shouldn’t expect them to be teaching.”

“No, they’re students the same as we are. It’s good because it allows us to work as a team – I can give my views and we exchange notes. We can both be right, it’s just a matter of how you go about it. The only thing, one time, I did ask one question and one of the SLAMs attending wasn’t able to give an answer, and I asked another SLAM and we all discussed the correct answer. It feels like friends. Teamwork.”

***How do you feel about the SLAMS Room being open only from weeks 4 -11?***

“Okay. It would be great to go to the end of semester, but that would be no good for the SLAMS, it would jeopardise their own results.”

“They also have their own responsibilities as students. Maybe I would like to study with people around me. As much as possible from beginning to end – it makes me confident to have the SLAMS around.”

***Any other suggestions for improving the SLAMS program?***

“Not much I would change.”

“Personally I’m happy.”

## Outcomes From SLAMs' Perspective

All of the SLAMS were given a log book in which they were asked to record their activities and thoughts on a weekly basis as well as at the end of week 11. Their overall responses are summarised below – although only 43 adequately completed log books were returned by the time of writing this report. (These have also been collected on a course by course basis, which will be evaluated individually in a separate document.)

	Week 7	Week 8	Week 9	Week 10
What did you do during this week's session?				
• Your own work / study	32	33	28	29
• Studied <u>with</u> other SLAMS	13	18	12	14
• Helped students ( how many? )	16	10	21	20

While SLAMS were waiting for the volume of clients to increase they were not idle. As they were encouraged to do during our initial training sessions, they brought their own work along. So the most prominent response was that they were doing their own study requirements, they also found it to be an unexpected benefit that they were helping each other – either as peers in the same courses, or third years were assisting second-year SLAMS. (More anecdotal comments will be reported below.)

They were then asked what they had gotten out of their involvement in the SLAMS team. Their responses are set out below in order of frequency.

What have you gotten out of your involvement in the SLAMS team? (tick relevant responses)	No.	%
• Formed friendships with other SLAMS	43	100
• Satisfaction from helping others	30	69.8
• Greater confidence	26	60.5
• Developed better time management skills	19	44.2
• Developed better study habits	18	42.9
• Deeper understanding of course content	17	39.5
• Formed friendships with other students (clients)	12	27.9

By far the greatest benefit they experienced was the development of friendships with each other (a result that is totally consistent with surveys of mentors over the past 2 years). They were becoming a *community of learners* and forming more and stronger relationships / friendships with others – many of them across the usual cross-cultural barriers.

The fact that the room's primary purpose was to assist each other and others in an academic way, we had what could be referred to as a *neutral and level playing field*. It was not the usual mentoring in a cross-cultural transition setting, where domestic students are helping international students, but rather we often had the situation where international students were assisting domestic students. (As one SLAM from

mainland China reported, he was surprised at how clearly he could make himself understood. *“The SLAMS room is the only time during the week where I speak English!”*

The next greatest response was the satisfaction of helping others. In fact SLAMS often expressed disappointment when they did not have any clients during that week. They were there to help and derived great satisfaction when they had the opportunity to do so.

The third most commonly reported benefit (60%) was a growth in personal confidence, which came in the areas of communication and relating to others.

Then around 40% of the SLAMS reported that they improved in their own time-management skills, and better study habits. SLAMS appreciated working in a supportive comfortable environment and at times expressed surprised at how much they could achieve in a solid 2-hour block (*as if it was a new experience for them!*) On a number of occasions older SLAMS were advising younger ones on how to tackle or approach various subjects.

Just under 40 % reported that their own understanding of course content had grown through having to explain it to others. This is a comment that comes as no surprise to teachers.

To a lesser extent (27.9%) SLAMS reported the benefit of making friends with their clients. This number is lower than the response from past surveys of the general mentors, whose focus was the general facilitation of friendships. However it comes as no surprise given that the purpose of SLAMS was more of a tutor – student nature, (business not pleasure). In fact we often referred to those who came in for assistance as “clients”. We even discouraged SLAMS from handing out their personal contact details, given that ‘friendship with clients’ was NOT an objective of the program.

In conclusion it would be more than fair to conclude that when asked, “What do the SLAMS get out of their involvement in the program?”, the answer is “Plenty!! The giver really is the getter!” Most of the benefits discussed above can easily be related to the much sought-after graduate attributes that we are trying to build into our students.

When asked, at the end of week 11, how glad they were to have been a part of the program, their answers were:

• Very glad	30	69.8%
• Moderately glad	13	30.2%
• Neutral	1	2.3%
• A little disappointed	0	0%
• Very disappointed	0	0%

*NO REGRETS* is the clear message here. Students with the lower satisfaction rating were usually those who did not have many clients in their courses or during their time slots.

Moreover, when asked whether they would choose to be part of the team next year, there was an overwhelming response:

Would you choose to be in the SLAMS Team next year?  
(circle one)

YES	26
NO	0
Not applicable	17

The 'Not Applicable' responses were from those who will be going into their co-op year or graduating from RMIT. The fact that no-one answered 'NO' is a very promising sign that the numbers of SLAMS in future will grow, as well as the growing maturity and experience within the team!

At an end-of-semester focus group held for the SLAMS, (immediately prior to the awarding of certificates of service from the Business Portfolio Pro Vice Chancellor, followed by a heavily subsidized Yum Cha lunch) a whole range of issues were discussed, in particular what challenges they had faced.

In particular they mentioned:

- communication problems especially with international students
- language barriers – difficult to explain to them
- clients pretending that they understand, because they might feel dumb
- clients not being prepared with specific questions but wanting to be spoon-fed with answers straight away (SLAMS were trained to keep on asking questions!)

When asked, 'As a SLAM were you in a situation where you had to communicate with a student from a different culture? How did you find this experience?', they answered:

- More time was used to explain the topic. Required patience.
- Use simplified English
- Speak in native language once because student preferred that and found it easier.
- Not a pleasant experience because difficult to make client understand.
- Interesting, learn how to communicate with different backgrounds
- Yes and it was great!

At a mid-semester training and progress evaluation session with SLAMs this issue had been discussed at some length.

“You don't know if they really have learnt something or was just po lite”

“Know that they are not clear about something but don’t want to pressure them to feel like they are not getting it.”

Some strategies discussed were:

:

- Some concepts are hard to explain. Look at other SLAMs around the room to see if they can help better explain things to the student. Remember it is not an admission of failure; it is just so the student can have other resources to ask for help.
- If you think they don’t know what you explained, get them to explain it to you and ask questions where they have to apply to what you just said.
- Ask, “Do you understand my English? My language?” This strategy would make you understand why they do not understand you. This includes Australian accents. Perhaps you talked too fast!
- Ask, “Do you understand what I just said?”
  - However, there are many students from Asian cultures whom may say yes even when they don’t to rude and impolite.
- Task as a SLAM – learn strategies when you know they don’t understand.

It was a great experience to see and hear these students from such varied backgrounds discussing these issues, and all expressing, not just a common frustration with the difficulties of language and culture, but more significantly, a common desire to overcome them!

### **Other Feedback Comments provided by SLAMS**

“It’s a wonderful time for me to be a SLAM. Not only make friends with other students, but also helps clients who have difficulties in their relevant subjects. Thanks for giving me a chance.”

“I shared problem and things with my client and it works out he could help me as well.”

“Good to walk in the room, it feels like home with lots of friends, very comfortable and relaxing.”

“Taught student better than previous week – more organised explanation.”

“Discussion in group makes memories last longer.”

“Great privilege to be part of the SLAMS team this year.”

“I enjoy it so much, and are glad to be a team. I learnt a lot from this program. Thanks : )”

“I think that we are making a difference in terms of helping students”

“It has been a great, productive, relaxed and meaningful period during these past months. Although there was some times of demotivated to come to the SLAMS room, due to other options available, I still found I left the SLAMS room with extra knowledge, and extra relationship with other SLAMS.”

## • **Conclusions & Recommendations**

We have learned a lot through this first semester about how to make this program more effective:

- Improved Marketing
- Improved Rostering
- Cross-Slamming (having SLAMS available / advertised to help in more than one course)
- Establishment of Course Teams & Leaders
- Establishment of a Library of Materials for each course

But there is one thing that we have already established, and that is that *there are many students who are KEEN* to get more involved in university life and to connect in real and meaningful ways with other students.

The RMIT Business Student Mentor Program has not only grown in numbers but it has also evolved and further matured with this SLAMs program

~ Student Learning Advisor Mentors ~

With a little bit of resourcing from the university – a permanent room, and staff supervision, the students themselves are being empowered to make a contribution to other students. In so doing they are not only helping to save other struggling, weaker students from feeling alienated and disenfranchised, but they themselves, the stronger students, are being more actively engaged in the learning process.

They are discovering for themselves that ‘The Giver Really Is The Getter!’.

P.S. Several months ago I received an email from a staff colleague that I should be really proud of what the program ( I ) was achieving and how the students will thank me for it. My reply was ‘Thank you but it’s the other way around. I am really proud of the mentors and I am thanking them!’

## Appendix 1

### **LETTER OF RECRUITMENT TO POTENTIAL SLAMS**

Congratulations for achieving your excellent result in (name of course).  
Because of this I am inviting you (and all others who achieved a HDH or DID in this course) to become a part of an exciting new innovation within the Business Portfolio - Student Learning Advisor Mentors – SLAMs.

We all know that ‘this place is challenging’ when it comes to having any sense of community. Many students struggle to make friends with others in their tutorials, and this sense of isolation soon impacts on their motivation to study.

Imagine being part of a TEAM of capable, trained, and responsible students who were willing and able to each give two hours a week of free academic assistance to the next cohort of students in that course. ( From week 4 till week 12 of semester – in our own ‘dedicated Drop-In Centre’!)

You will :

- Receive five hours of training from the Learning Skills Unit to effectively fulfil your role
- Operate in accordance with a clear set of guidelines which spell out your essential DO’s and DON’Ts
- Receive personal direction and assistance from the convenor as to what and how to share with other students

#### **The benefits to YOU will be:**

- A wider and deeper circle of friendships within the whole SLAM team. They will become a *community of learners and teachers*.
- A deep satisfaction of helping other students to learn how to learn. In the process you will also be forming friendships with these students as well.
- As you teach others your own understanding of the course work will inevitably be deepened and enriched. This can only improve your grounding in subsequent courses being studied.
- Your communication, organisation, and leadership skills will be developed, all highly regarded and sought-after generic graduate attributes
- An RMIT LEAD Certificate of Service and Appreciation from the RMIT Vice-Chancellor, which would look great with your CV!
- An incredible letter of reference when you start job-seeking!

- The potential of extra *paid personal tutoring* if students approach you for it – which they will pay you directly at about \$25 per hour!

The Course Convenors themselves will be supportive because they know that:

- They'll get fewer queries from students with the 'same old silly under-prepared questions'
- They'll get fewer questions coming to them because there are so many sessional tutors in your course who are 'never available for student consultation'
- They will have access to a bank of 'private tutors' when you have students approaching them for a private tutor that they could recommend,
- They'll be spending quality time with quality students (*i.e. YOU*) instead of spending a lot more time with weak and struggling students!
- They will obtain regular feedback from their SLAM' s as to how students are coping with their course, e.g. lectures, tutorials.

The BENEFITS to the quality of the experience of students in your course would include:

- They will have a fourth layer of input or support in their studies – not just dispensing 'right answers' but, rather, also providing helpful tips on how to approach your course, for instance, start reading and planning for the assignment six weeks before it is due rather than waiting until two days before the submission due date to get started!
- Those students who are isolated from others, and therefore not performing to the best of their ability, will begin to network with others

*IMAGINE IT.....*

IN CONCLUSION:

If you would like to be involved in this SLAM program, please email [costa.inglezos@rmit.edu.au](mailto:costa.inglezos@rmit.edu.au), and we will get the ball rolling!

## Appendix 2

### Student Learning Adviser Mentors Code of Conduct

As a part of the Business Portfolio Student Mentor Program we are here to help you succeed in your academic studies. We are volunteer second and final year students who are each willing to offer two hours per week of our time to *help* you.

We are not lecturers or tutors but we have each recently achieved a Distinction or High Distinction in the courses in which we are involved. We will however be receiving regular assistance and guidance from the course convenor.

Therefore we cannot be expected to deliver whole lectures or tutorials. We are here to help answer your *specific* questions when you are struggling to understand any aspects of the coursework. We are also willing to share with you our strategies on how to tackle each particular course or subject.

However, since *we* also need to succeed in our studies, we feel the necessity to place the following limitations on the 'service' that we offer:

1. SLAM sessions are run from week 4 to week 11 only
2. You should attempt the topic yourself before asking a SLAM for advice or assistance.
3. Please do NOT ask the SLAMS to:
  - hand out their phone number or email address
  - provide a copy of their own course notes
  - answer questions on your behalf or to directly assist with your assignments
  - support a special consideration application.

Please note that attending SLAM sessions will **not** ensure that you pass.

Each student is responsible for his or her own learning.

SLAMS cannot in any way be held 'liable' for the effects of advice being given. We are NOT professionals!

We value your opinions. If you have any ideas on how we can improve the service please email SLAM co-ordinators - [slams@rmit.edu.au](mailto:slams@rmit.edu.au)

