DOES NOT MEET EXPECTATIONS | MEETS EXPECTATIONS | ABOVE AND BEYOND EXPECTATIONS | NOTE

1. **Learning Outcome**
2. **Mentor Responsibilities**
   - **Transferring Ownership**
     - Encourages students to lead and takes the mentoring role.
   - **Practice Active Listening**
     - Listens to understand what is being said.
     - Asks open-ended questions and encourages students to lead and take ownership.
   - **Feedback - Positive, Objective, Constructive**
     - Provides feedback in a positive, objective, and constructive manner.
     - Encourages self-reflection and improvement.
   - **Open Communication**
     - Encourages open communication within the team.
     - Establishes an environment conducive to open and honest communication.
   - **Facilitates Effective Group Discussion**
     - Encourages open communication and encourages students to lead.
     - Establishes an environment conducive to open and honest communication.

3. **Open Communication within the Team**
   - Establishes an environment conducive to open and honest communication.
   - Encourages students to lead and take ownership.
   - Provides feedback in a positive, objective, and constructive manner.
   - Encourages self-reflection and improvement.

4. **Fostering a Reciprocal Foundation of Trust and Respect**
   - Encourages effective facilitation.
   - Promotes independent thought.
   - Develops roles within study groups.
   - Allow and encourage independent thought.

5. **Learning Outcomes**
   - Mentor Responsibilities
   - Transferring Ownership
   - Practice Active Listening
   - Feedback - Positive, Objective, Constructive
   - Open Communication within the Team
   - Fostering a Reciprocal Foundation of Trust and Respect

6. **Feedback - Positive, Objective, Constructive**
   - Provides feedback in a positive, objective, and constructive manner.
   - Encourages self-reflection and improvement.

7. **Open Communication**
   - Encourages open communication within the team.
   - Establishes an environment conducive to open and honest communication.

8. **Fostering a Reciprocal Foundation of Trust and Respect**
   - Encourages effective facilitation.
   - Promotes independent thought.
   - Develops roles within study groups.
   - Allow and encourage independent thought.
Be aware that not all people are receptive to feedback. Some view it as criticism and may be hurt and react defensively. The way you deliver the message will have an impact on the reaction.

Be direct, treat the person with respect, and deliver positive and constructive comments. For some individuals and some situations, ask the team member if he or she would like to receive comments on his or her work. If they do, the session should be two-way.

Clarifies the task
- Make sure everyone understands what is expected of each individual

Knows self
- Facilitators do not need to be experts in the topic being discussed, but if they are, they must be careful not to lead the discussion to a preconceived outcome

Knows their group
- Note: questions collaboratively. All hope to notice the group dynamics from behaviors and remarks.

Coaching Tips
- Keep the group focused
- Be always an alert and active listener
- Summarizes what others say to you
- Reflects on others ideas
- Validates its own
- Seeks to hear all ideas

Always be simple:
- Clear
- Appropriate
- Brief
- Obvious

Communication
- Achieves success and engagement in a manner with the knowledge and skills developed in peer courses
- Demonstrates capacity to reframe interpersonal skills required of students who serve as tutors

Professional Development
- Works closely with the instructor’s guidance in developing effective study skills and test-taking strategies for peer participants
- Works closely with the instructor when the specific learning outcomes are for each assignment, project, and test
- Works closely with peers individually, in groups, or mini-sections in specific subject areas using approaches that address the learning needs of the students and helps them to become successful independent learners
- Understands the difference between tutoring a student and completing the assignment for that student
- Works closely with the instructor on the assignment for that student

Professional Development
- Works professionally at all times as a representative of your school, Weber State University and the PAL program as a whole
- Continues to improve his or her own subject proficiency, study skills communication skills and instructional skills required to attend all meetings and professional development training sessions mandated by the PAL program
- Adheres to the schedule of duties, not only of courtesy but also as an example for students to follow
- Examines the PAL coordinator and the subject area teacher if any student requires assistance beyond the role of the peer mentor
- Communicates any concerns whenever needed
- Meets training sessions throughout the semester before they are to serve as PAL
- Meets regularly with the PAL coordinator and receives updates on the progress, successes and challenges encountered in the PAL program