

## TRAINING TUTORS TO BE SUPERVISORS AND TRAINERS

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Training tutors to supervise and train other tutors can accomplish several things for the tutoring program:

- It can expand staff considerably
- It is cost-effective
- It provides great role modeling and incentives for other tutors
- It can improve direct delivery of services to students through closer supervision
- It brings another dimension of creativity to the planning table for tutor training activities and administrative procedures.

For the tutor-trainee, it provides a unique developmental opportunity to learn and practice leadership and administrative skills. Such training and subsequent experience is a desirable addition to the tutor's resume when seeking work after college.

### DEVELOPMENT OF THE TRAINING PROGRAM

To give credibility and substance to the position, it must offer real responsibilities; appeal to a tutor's ambition, desire for self-improvement, and need for status; and be based on a strong infrastructure of training. To begin, give the position a meaningful title. For the purpose of this discussion, tutor-supervisors will be called "Senior Tutors." Many more creative titles may come to mind for you.

Next, decide what tasks the Senior Tutors will perform. This needs to be very specific in defining their duties and might include such things as:

- Schedule individual tutors to cover the assigned hour for the tutoring room

- Arrange substitutes for tutors who have to be out
- Oversee tutor and tutee behavior in the tutoring room
- Oversee the completeness and accuracy of record keeping within the tutoring room
- Supervise the evaluations required of tutors and students
- Schedule tutors to make class presentations about program services
- Liaison with faculty to obtain texts, manuals, syllabi, old exams, and tutor referrals
- Recruit new tutors
- Train new tutors in record keeping and room procedures
- Organize tutoring materials and resources
- Monitor the resources, handouts that are used in the tutoring room
- Alert the Tutor Coordinator of any personnel problems that cannot be resolved without higher authority.

The list of responsibilities should reflect the program's needs and a job description can be developed from it. The following is a sample job description:

**POSITION:** Senior Tutor

**This position reports to:** Coordinator of the Tutoring Room

**This position supervises:** Other tutors who work in the Tutoring Room

**This position pays:** \$8/hour

**Basic tasks for this position include:**

1. general supervision, room management and scheduling of other tutors
2. training new tutors

3. communicating and working with faculty and administrative staff

Knowledge required: Certification at Advanced Level II

Personal Qualifications: A commitment to excellence, desire for self-improvement, a willingness to assume responsibility, and initiative. Developmental training and mentoring will be provided.

This definitive foundation can be used to clarify the training objectives that fit the program's needs and, consequently, develop the training curriculum. Training objectives might include the following:

- The Senior Tutor will have a clear understanding of the administrative procedures and policies that apply to the Tutoring Room.
- The Senior Tutor will be able to prioritize tasks and complete them on time.
- The Senior Tutor will be assertive, able to communicate well, and be a good group facilitator.
- The Senior Tutor will be able to plan and conduct training sessions for new tutors.

A training curriculum to assure that the program's objectives are accomplished should include both training topics and training lessons — or agendas — to meet each objective.

The curriculum topics for the particular objectives listed above might include some or all of the following:

- Tutoring Room Procedures and Policies
- Prioritization of time and tasks: Management of Workflow
- Assertiveness Training
- Communicating: Giving Good Directions
- Team Building

- Techniques of Participative Management
- Supervising Different Personality Types
- Communicating Upward
- Facilitating Group Activities
- Planning and Teaching Training Activities
- Diversity Issues
- Equity Issues
- Supervision: A Clinic for Do's and Don'ts.

For each training topic selected, a training plan should be developed making sure the activities and delivery modes are varied for interest and for different learning styles. One-on-one mentoring sessions and group clinics where individual concerns and achievements are discussed are definitely added attractions to the training curriculum. Components of a lesson plan for training includes basically the same areas recommended for the classroom. A sample plan follows.

Topic: Management and Prioritization of Time and Tasks

Trainer: J. Doe

Objectives: Prioritizing tasks and completing them on time

Participants: Ten tutors selected for advancement to Senior Tutor

Session Content: Principles of time management, prioritizing workflow, and accomplishment of tasks in a timely manner

Duration: Two hours

Instructional Materials and Facilities: Movable tables and chairs, overhead projector, newsprint pads, markers, masking tape, case studies, transparencies, scripts for role playing.

### Suggested Agenda:

1. Attendance and General Remarks 5 minutes
  - A. Introductions
  - B. Preview of the session that describes objectives, timelines and activities
2. Class Activity-Case Studies 50 minutes
3. Role Plays 45 minutes
4. Summary and Evaluation 20 minutes

### Resources

Business publications and texts are good places to find content to meet the training needs. Other excellent resources are the Counseling Department, the Human Relations Department, and the College of Business on the program's campus. Most departments dealing with personnel issues will offer workshops and have films, and written materials available plus a directory of other resources. Materials from professional development workshops attended by center staff may be appropriate and useful, too. The campus library is also a good resource. Because supervision is so integral to the organizational structure of businesses and institutions, the library will have numerous materials related to training of supervisors.

### SUMMARY

Utilizing tutors in a secondary supervisory position will expand program resources very effectively and economically, and also contribute to the personal and professional development of the tutors who are selected. While such an innovation offers unique developmental opportunities for the tutors to practice supervisory skills, the advanced

responsibilities of the position should not be given without adequate training. In addition to structured training, ongoing mentoring, whether formal or informal, is a real plus.

The supervisory training can be integrated with the existing training program for Master Tutor Certification. With just a little creative planning, the benefits of the training certification for the tutors can be expanded to include practical and advanced development for the tutor that results in improved delivery of services to students.