

General Manual for the Tutor

This manual is a foundational resource for preparing and supporting tutors in higher education institutions. It provides the essential theoretical knowledge and practical tools needed to effectively guide students in their academic and personal development.



Key sections include:

- Definitions of core concepts, roles, and the ethics of tutoring.
- Tools to assist students with academic adaptation and professional self-determination.
- Techniques for building trust, active listening, and effective communication between the tutor and the tutee.
- Examples and exercises designed to develop students' soft skills.



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About this guide

“General Manual for the Tutor” is the comprehensive guide on tutoring within the higher education institutions. This guide has been created to deepen the understanding of the tutoring process, provide tutors with the tools they need to build effective tutor-tutee interactions, address challenges, and contribute to the academic success and personal development of the students they support.

By following the principles outlined in this guide, tutors can create supportive learning experiences, promote academic success, and contribute to the tutees development. The "General Manual for the Tutor" will help tutors in making a positive impact on the educational journey of the tutees.

“General Manual for the Tutor” includes five chapters, navigating the readers in the diverse landscapes of tutoring process. In the first chapter “*Introduction to Tutoring*”, the foundational aspects of tutoring are highlighted, providing a clear understanding of the key definitions and forms of tutoring. The roles and responsibilities of both tutors and tutees are clarified. Special accents are made on the principles and ethics in the tutoring collaboration, highlighting the values that should guide tutoring interactions.

The second chapter “*Tutor Skills*” focuses on the most important skills for a tutor. The role of developing the tutor’s emotional intelligence is emphasized as the crucial skill in building the tutor-tutee relationships and ensuring a supportive educational environment. The main approaches to building the tutor’s communication skills, leadership, teamwork, adaptability, and time management are also discussed as essential soft skills for effective tutoring,

The third chapter “*Tutor-Tutee Interaction*” explores the art of tutoring session planning and preparation. Tutoring methods and techniques, including the use of online technologies, are discussed in detail. Constructive feedback and motivational strategies are covered, promoting self-growth and fostering academic performance.

The fourth chapter “*Problem Solving in Tutoring*” equips the tutors with the tools to navigate challenges in tutor’s practice and effectively solve arising problems. Conflict management and problem-solving strategies are outlined, alongside techniques for coping with stress and uncertainty. The importance of a tutor's self-care is emphasized. The chapter concludes with the principles of effective problem reporting mechanisms, ensuring a safety and responsiveness in tutoring process.





The final chapter “*Monitoring and Evaluation of Tutoring Program Results*” focuses on assessing the impact of tutoring efforts. The section defines criteria for evaluating tutoring sessions, providing a framework for both quantitative and qualitative analysis. Tutors are guided on how to monitor the results of their work with tutees, fostering a culture of continuous improvement. Self-evaluation and the identification of areas for professional development are integral to ensuring that tutors reach the goals in tutoring process.

1. Introduction to tutoring

1.1. Key definitions and forms of tutoring

Tutoring is a teaching method where students learn from each other and at the same time teach one another. Tutoring is a type of partnership relations between two students one of which has a better understanding of educational process peculiarities, a particular subject or topic, etc. and provides academic assistance to another student who seeks for guidance in adopting to a new educational environment.

The main advantages of tutoring are the following:

Tutoring advantages	
	allows students to learn from each other in a less formal way
	students feel more comfortable to ask questions or seek guidance from their peers
	helps to increase students' communication skills and engagement in educational process
	creates partnership relationship where both sides benefit

Individual and group tutoring

- In a case when one tutor provides teaching, assistance or guidance to one tutee such tutoring is called *individual tutoring*.
- If a tutor helps with adaptation to new academic environment o a group of students such tutoring is called *group tutoring*.

Face-to face and online tutoring

- In a case when tutor provides teaching, assistance or guidance to tutee during one-to-one personal meetings such tutoring is called *face-to-face tutoring*. This type of tutoring is very effective as it helps to provide two-side feedback and better understanding of tutee's needs.
- If a tutor uses different online tools, communication channels and online educational resources to connect with tutee remotely such tutoring is called *digital or online tutoring*. Online format of tutoring has become very popular due to its accessibility, convenience and the availability of different online tools and resources. At the same its effectiveness greatly depends on a reliability of internet connection and appropriate teaching and learning techniques.

Each university can choose various tutoring programmes basing on the special needs of their students.

Nearby is the list of possible forms of tutoring.

First year student tutoring

Subject tutoring

Buddy tutoring

Internationalization tutoring for outgoing students

Tutoring for internally displaced university students

Tutoring for students with disabilities

The peculiarities of this forms are the following;

1. **First-year student tutoring** solves the problem of providing smooth transition of new-comers into university life. It plays crucial role in helping first year students to successfully adapt to the new academic environment, familiarize themselves with the main regulatory documents that directly apply to their studies at the university, better navigate existing campus resources and services, develop effective study skills, bridge the gap in the level of subject knowledge and improve academic performance. At the same time the first-year student tutoring is highly beneficial as it helps to create a sense of belonging to the university community, reduce student's stress and anxiety, and provide networking opportunities that could be valuable both for personal development and future career.
2. **Subject tutoring** is a form of academic assistance of tutor to tutee in a particular subject or discipline. It could be the type of first year student tutoring with a focus on a specific subject area. Its main task is to address the individual student's needs in choosing subject and specific areas of difficulties within that subject to help overcome existing gaps in knowledge, reinforce learning process, improve the understanding of study material and build student's confidence in using gained knowledge and skills for solving exercises, practice problems and real cases.
3. **Buddy tutoring** addresses the vital need for engagement and support for international students, particularly those from diverse cultural and religious backgrounds, as they adapt to a new country. The program centres on international students who are assisted by local students in navigating various aspects of life in their new environment. This approach focuses on language assistance, campus navigation, overcoming cultural shock, social integration, and more. Buddy tutoring aims to create an environment where international students can comfortably settle into their new surroundings while building lasting connections with local peers.
4. **Internationalization tutoring for outgoing students** focuses on equipping students with the essential skills, cultural awareness, and global perspectives needed to thrive in an increasingly

international academic and professional landscape. By providing tailored support and guidance to students preparing for international experiences, this type of tutoring ensures they are well-prepared to engage with diverse cultures, enhance their academic experiences abroad, and contribute to their personal and professional growth on a global scale.

5. **Tutoring for internally displaced university students** provides educational support to those students who had to leave their homes due to conflict, natural disasters or other humanitarian crises. Tutoring plays crucial role for that category of students and could help them to deal with challenges and disruption. Tutors should be selected among those students who already have solved the similar problems and can provide to internally displaced students' academic, emotional and social support, help them with adaptation in a new learning environment and integrating into students' community.
6. **Tutoring for students with disabilities** includes providing individualized support and specialized instruction for those students who have physical, cognitive, sensory, or learning disabilities. It is necessary to build tutor-tutee relationships in accordance with specific challenges and needs of students with disabilities and accommodate to them the form of tutor assistance. One of the tasks is to help such students with managing stress, anxiety and behavioural uncertainty arising from their disabilities.

1.2. Roles and responsibilities of tutor and tutee

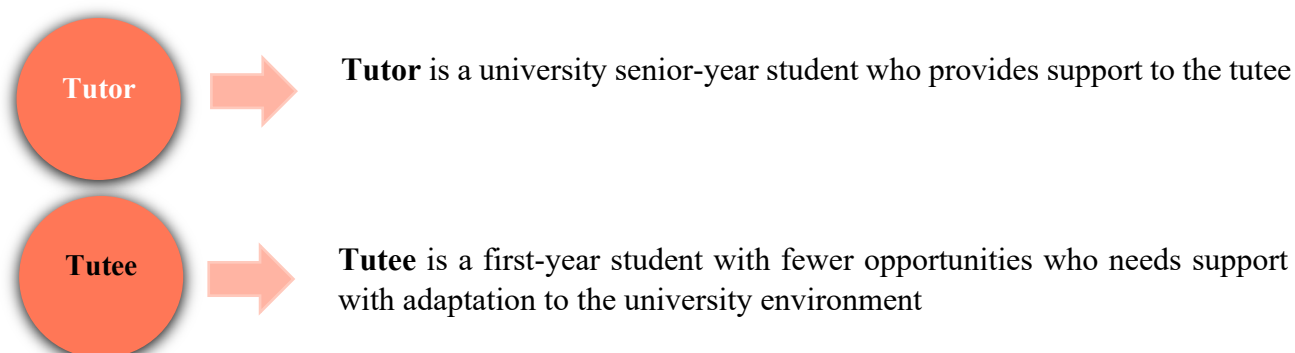
There are two main roles in tutoring: *a tutor and a tutee*.

In general, **a tutor** is a more experienced and knowledgeable student who provides assistance and guidance to another student (a tutee) in a new academic environment, helps with understanding particular subject or topic, etc.

A tutee is a student who needs assistance, instructions and guidance from more experienced tutor to ease the process of adaptation in a new educational environment.

At the same time the meaning of terms *a tutor and a tutee* depends on the form of tutoring.

- Thus, for the **First year student tutoring** the definition of *a tutor and a tutee* is the following:



- In the case of the **First year student tutoring a tutor** is active senior students (starting with the second year), who has successfully completed the first year of study, achieved high results in individual subjects, has a good understanding of the peculiarities of the organization of the educational process, and have leadership skills.

- In the case of ***Buddy tutoring*** a tutor is a local student with strong cultural sensitivity and communication skills, who guide and support international students in adapting to a new environment, offering insights into local customs, campus life, and practical advice to facilitate a smooth transition and foster cultural integration.
- In the case of ***Internationalization tutoring for outgoing students*** a tutor is a student with experience in participation in international projects, exchange programs, who is communicative and has the motivation to provide individual consultations to other outgoing students.

In general, the main differences between a tutor and a tutee in student-student tutoring are illustrated on the scheme below.

Tutor-student	Tutee-student
<input type="checkbox"/> has experience in a particular sphere	<input type="checkbox"/> needs assistance and guidance in a particular sphere
<input type="checkbox"/> has a desire to provide assistance to unexperienced student on a voluntary base	<input type="checkbox"/> agrees to receive help and guidance from another student on a partnership base
<input type="checkbox"/> benefits from giving help and assistance to tutee <i>(improved communication skills, reinforcement of knowledge, building of trust, increasing self-confidence, etc.)</i>	<input type="checkbox"/> benefits from receiving help and assistance from tutor <i>(quicker adaptation to new educational environment, better communication skills, support from peer in problem-solving, etc.)</i>

The roles of tutor and tutee are both important and integral in learning process for successful tutoring dynamic.

The main difference in the roles of tutor and tutee:

- the tutor primarily supports, guides, instructs, encourages and creates a positive learning environment while the tutee takes responsibility for learning results, actively listens, engages in learning process, tries to follow all advices and instructions of the tutor and fosters academic excellence;

The common in the roles of tutor and tutee:

- both tutor and tutee are responsible for collaboration, effective communication, time management and constructive feedback in their relations.

The main responsibilities of tutor and tutee:



Tutor's responsibilities:

- prepare and plan tutoring sessions based on the tutee's needs and time management principles
- provide guidance and assistance to the tutee in a new educational environment
- adapt teaching style to the tutee's preferences and pace of learning
- recommend additional educational resources for better understanding of subject matters
- support, encourage and motivate the tutee
- provide constructive feedback to the tutee and determine the areas for improvement



Tutee's responsibilities:

- actively participate and engage in the learning process
- adapt to tutor's teaching styles and commit to the scheduled time of tutor-tutee meetings
- prepare for the next tutoring session, be ready to ask questions and point the areas of difficulty
- be proactive and take responsibility for learning progress, show interest and self-motivation in improving learning process
- act upon the tutor's feedback and improve previous results
- communicate openly about learning needs, difficulties and preferences

By the end of the tutoring program tutee will acquire the following knowledge, skills, and attitudes:

Knowledge:

- Understanding of the academic requirements and expectations
- Knowledge of legal frameworks relevant to educational process at the university
- Available resources and facilities for students
- Goal setting principles and personal plan development
- Time management techniques
- Study strategies (active listening, meaningful questioning, note-taking techniques and exam preparation methods)
- Effective communication and networking techniques
- Problem-solving techniques and approaches
- Professional etiquette, workplace norms, and cultural sensitivity.

Skills:

- Setting goals and working out effective action plans for achieving academic excellence and personal development
- Ability to prioritize tasks, meet deadlines, and effectively manage time multiple responsibilities to stay organized and avoid feeling overwhelmed
- Verbal and written communication, active listening and asking questions
- Critical thinking, problem-solving and conflict resolution skills
- Collaboration and teamwork
- Networking, effective interpersonal skills and building friendly relationships
- Self-reflection and self-assessment for personal growth
- Leadership, collaboration, and motivation
- Resilience and adaptability to new academic environment, openness to new experience.

Attitudes:

- Positive attitude, open-mindedness and curiosity
- Proactive mind-set in problem-solving
- Adaptability and flexibility in a dynamic educational environment
- Empathy, gratitude and cultural sensitivity in interpersonal interactions
- Commitment to long life learning and continuous personal development
- Leadership qualities and effective communication
- Discipline and self-motivation in time management
- Resilience and adaptability in the face of new challenges
- Tolerance and mutual respect, cultural diversity and inclusion
- Openness to feedback
- Understanding the value of tutorship and readiness to give back by becoming tutors themselves in the future.

The aims of tutoring program can vary depending on their type and the target audience as it is shown in the table:

	First year student tutoring	Buddy tutoring	Internationalization tutoring for outgoing students
Target audience	1st-year students who have successfully passed the entrance exams and are enrolled in the university academic programs.	International students, being enrolled in the hosting universities.	University students who are preparing for studying or researching in foreign countries.
Needs and requests of the target audience	They are facing new academic challenges and seeking for guidance in adjusting to a new academic environment.	They seek assistance in adjusting to their new surroundings, understanding local culture, and building essential skills for personal and professional growth.	They seek for academic guidance, cultural awareness, safety, well-being concerns, financial planning etc.
The aim of tutoring	To ease the transition of first-year students from school to university by means of creation supportive environment, building effective study strategies, overcoming difficulties, increasing the level of adaptation and socialization.	To facilitate successful transition of international students to a new country and their integration into a new cultural and academic environment by imparting essential life skills, cultural understanding, and language proficiency.	To empower outgoing students for active international engagement, fostering competencies and qualities that enable them to excel in a globalized world
Challenges and concerns of tutoring	Include adapting to the pace and expectations of university level courses, the greater requirement for self-organization, new academic and social environment.	Include adapting to a foreign academic system, language barriers, cultural shock, and finding a sense of belonging.	Include adapting to a foreign academic system, grading practices, visa and immigration issues, communication challenges.

1.3. Fundamental principles and ethics in tutoring

According to the Oxford Learner's Dictionary *ethics* is “moral principles that govern a person's behaviour

or the conducting of an activity”¹. Ethics refer to *principles, values, standards and rules* that govern a person’s behaviour.

Ethics in tutoring is crucial for creating favourable and productive learning environment through building trustful partnership relationship.



Ethics in tutoring can be defined as the set of moral principles, values, and standards that guide the behavior of tutors and tutees. Following ethical code in tutor-tutee relation helps in promoting honesty, integrity, mutual respect, and confidentiality in the tutoring process.

Tutoring ethical principles are designed to:

- provide a safe and productive learning environment;
- build strong and trustful tutor-tutee relationships;
- respect the student’s individuality;
- empower through peer support;
- maintain strong commitment to integrity and fairness.

In the case of the first year student tutoring **the main values** are the following:

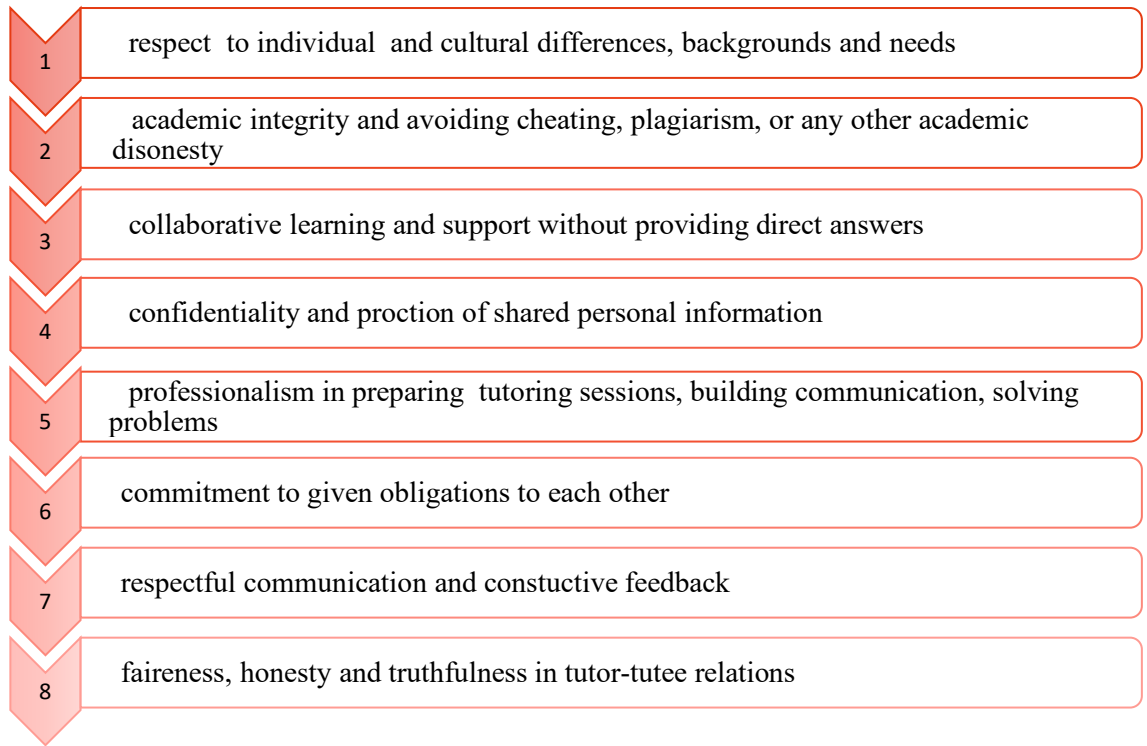


In *buddy tutoring* and *internationalization tutoring for outgoing students* the ethical code of tutor-tutee relations includes some additional values:

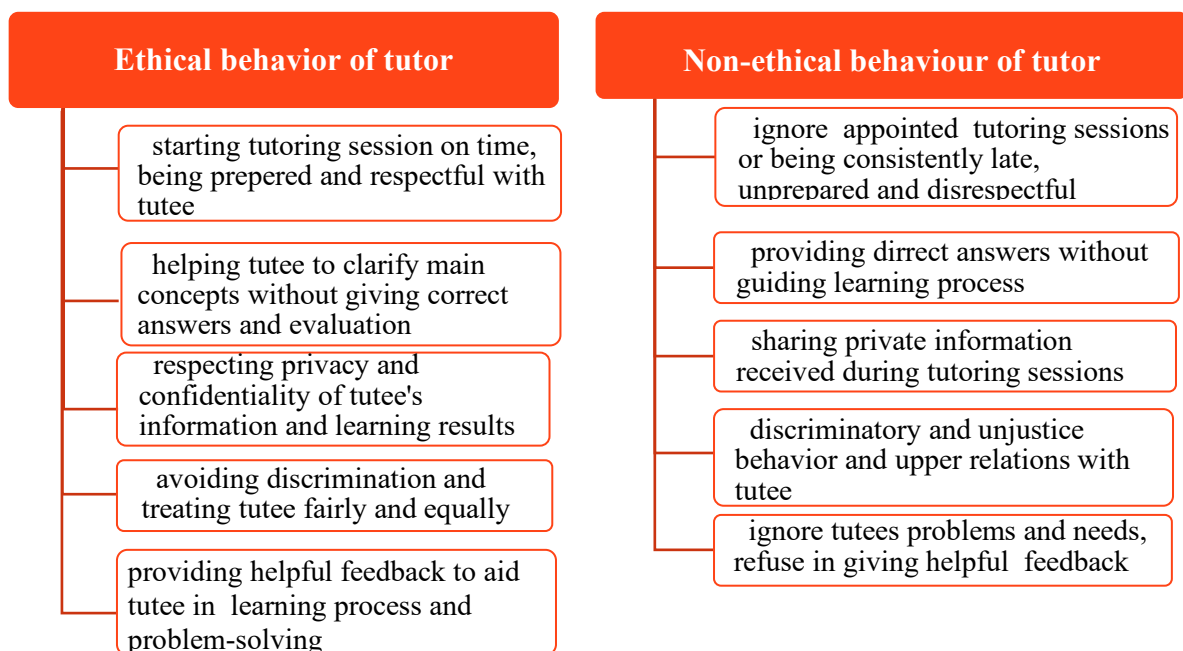
- cross-cultural understanding;
- respect to multicultural diversity;
- inclusive and global engagement.

¹ Oxford Learner’s Dictionary. URL: <https://www.oxfordlearnersdictionaries.com/>

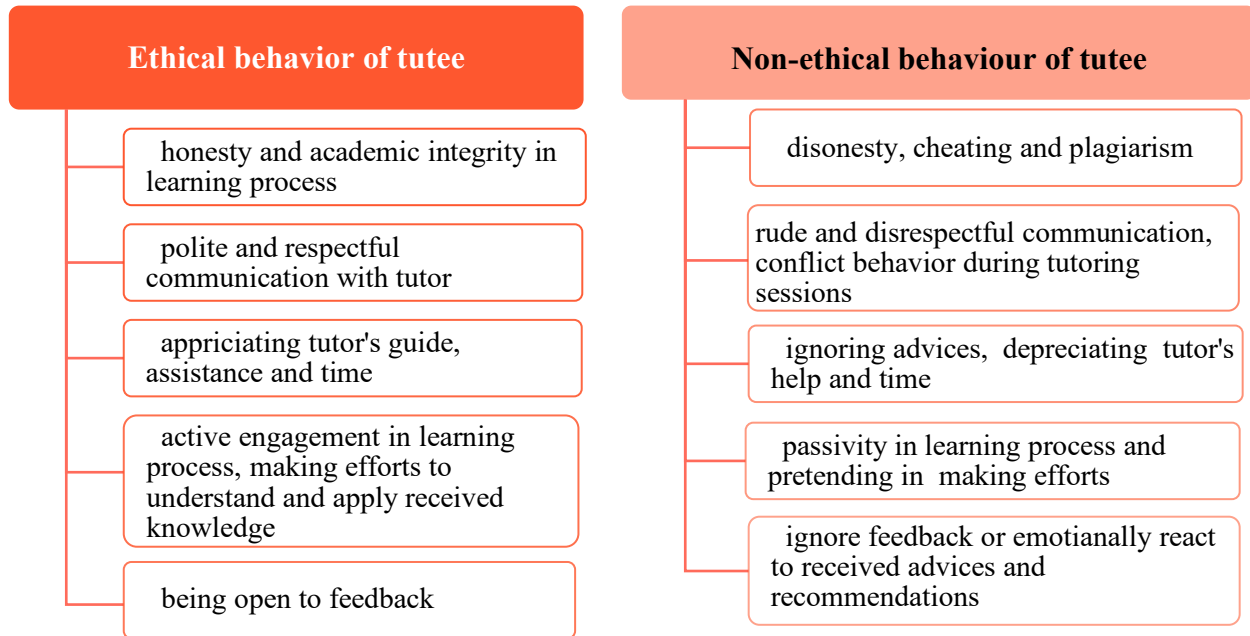
Basing on the listed above values we can put a set of *fundamental principles in tutoring*:



The main examples of *ethical and non-ethical behaviour of tutor* are the following:



And here are few examples of *ethical and non-ethical behaviour of tutee towards tutor*:



Thus, ethical aspects in tutor-tutee relations are very important in providing constructive collaboration, mutual respect and achieving progress in learning process and easing adaptation to new educational environment. It is strongly recommended to include mentioned above ethical principles in tutoring agreement which is signed both by tutee and tutor. Besides it is important to fix the main issues of tutoring ethical code in the university's official document on T&M Centre (Tutoring and Mentoring Centre).

2. Tutor's skills

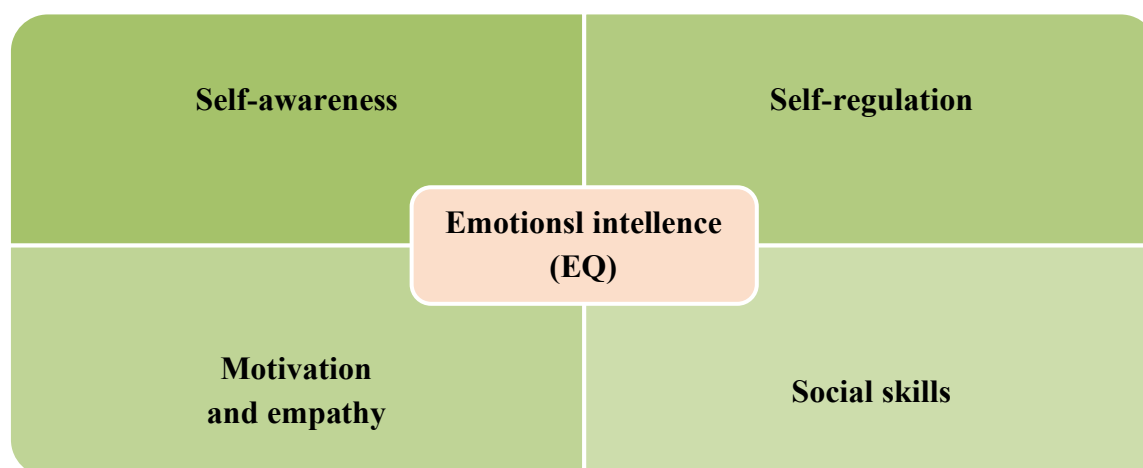
2.1. Emotional intelligence of a tutor

Emotional intelligence is an important component of a tutor's skills.

Emotional intelligence (EQ) – this is the ability to understand, realize and manage one's own emotions, one's motivation, thoughts and behaviour, to regulate one's emotional state, as well as this ability to manage the emotional states of other people, notice their urgent needs, empathize and develop their strengths².

This concept was first introduced by the psychologist Daniel Goleman, and it indicates that success in many aspects of life depends not only on intellectual skills, but also on emotional balance and interpersonal skills.

The main components of emotional intelligence are:



- ➔ **Self-awareness** – the ability to recognize and understand one's own emotions, including their origin and influence on behaviour.
- ➔ **Self-regulation** – the ability to effectively manage one's emotions, control stress and not allow negative emotions to prevail.
- ➔ **Social skills** – the ability to interact and communicate with other people, taking into account their emotions, understanding social situations and building positive relationships.
- ➔ **Motivation** - the ability to set and achieve personal goals, even in difficult conditions, taking into account one's own emotions.
- ➔ **Empathy** - the ability to understand other people's emotions, sympathize with them and feel the situation from their side.

² Sobchuk Yu. *What is emotional intellect and how to develop it.* URL: <https://www.sens.lviv.ua/shho-take-emoczijnyj-intelekt-ta-yak-jogo-rozvyvaty/>

Emotional intelligence helps to improve:

Tutor's physical health

Tutor's mental health

Tutor's social intelligence

Tutor-tutee relationships

By developing emotional intelligence, the tutor becomes more attentive not only to personal feelings and desires but to the tutees' needs as well. The developed tutor's EQ provides better understanding of the tutee's motives and behaviour. Besides, it helps to choose the best methods of interaction with the tutees, which will contribute to their motivation to learn and achieve success at both the group and individual levels.

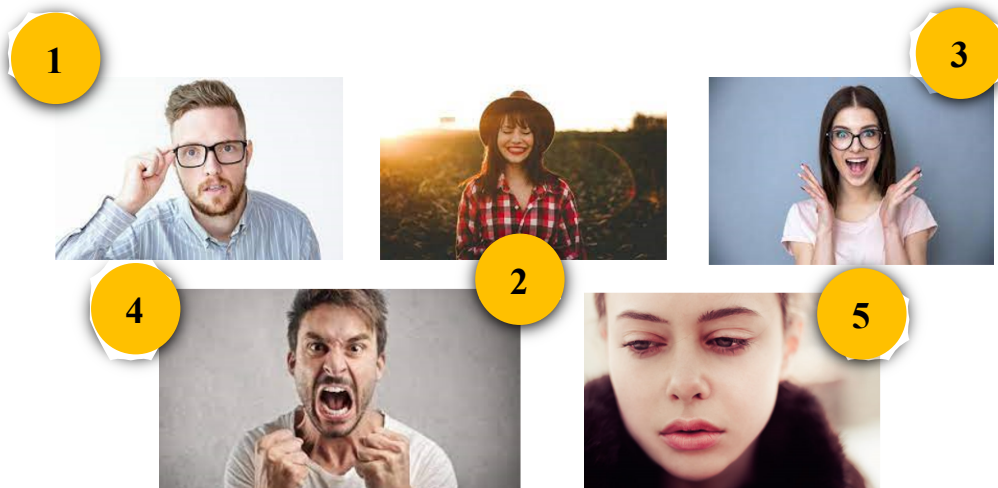
How to improve emotional intelligence?

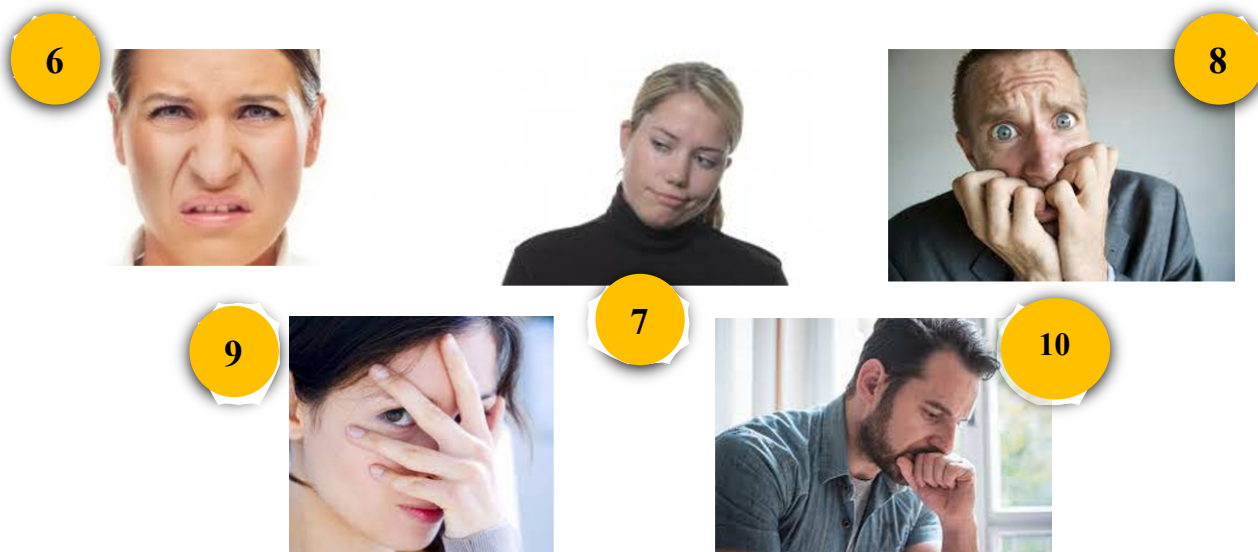
First of all, you should allow yourself to experience all emotions, both "positive" and "negative", because we need all emotions, without exception, and all of them play their special role.

Useful techniques for the development of the tutor's emotional intelligence:

- **Self-observation and reflection.** It is necessary to keep a diary of your emotions and feelings. In it, you need to analyse your day, your emotions, feelings, and their causes. During or after stressful situations, analyse your reactions and thoughts. Understanding your type of reaction in stress can be an important step in managing it.
- **Meditation and mindfulness.** Practice meditation regularly to calm your mind and maintain emotional balance. Use mindfulness techniques, such as mindful breathing to focus on the moment "here" and "now" and manage your emotions.
- **Development of empathy.** Actively listen to other people and try to understand their feelings. Separate yourself from your own thoughts by focusing on the feelings of others.

Exercise: Try to guess what emotions are depicted in the photos





- **Communication and interaction.** Use a constructive way of expressing your emotions and thoughts. Interact with different people, especially those with different experiences and perspectives.
- **Development of social skills.** Participate in group activities and projects that promote interaction and joint development. Learn to communicate effectively, resolve conflicts, and build positive relationships.
- **Development of self-management.** Set realistic goals and plans for yourself, and develop strategies to achieve them. Learn to manage time and stress effectively.
- **Learning to express emotions.** Study an expressive art such as painting, music or dance as a way to express your emotions. Develop expressive language and body language skills.

These techniques can be effective, but it's important to remember that developing emotional intelligence is an ongoing process, and success requires practice and dedication.

Correct answers to exercise:

1. Interest. 2. Joy. 3. Surprise. 4. Anger. 5. Grief. 6. Disgust. 7. Contempt. 8. Fear. 9. Shame. 10. Guilt.

Developing emotional self-awareness

Useful techniques for developing emotional competence:

- For this, you need to enrich your emotional vocabulary, name your emotions, learn new words, read books about EQ, and be interested in the meaning of certain emotions.
- Use "I feel..." more often in statements and listen to your feelings here and now.
- Learn to ask yourself "What do I feel now?", "What I need now?", "Is my behaviour effective now?"
- Try to reveal your feelings with the help of thoughts, pay attention to thoughts that make you

feel angry, sad, happy, etc.

Managing emotions and developing self-control

Managing emotions involves the ability to distance ourselves from the feeling we have and decide whether to be involved in it or resist it, i.e. make a choice.

Useful techniques and methods for managing emotions:

- You can use the "Rationalization technique or the 10-second technique". When you feel strong emotions, try to give yourself answers to a few questions:
 1. What emotion am I feeling right now?
 2. What are my needs that are not realized now? What is my desire?
 3. How can I influence on the situation?
 4. How should I proceed?
- Learn to verbalize your emotions. The best way is to voice them (*for example, I'm sad now, I'm angry, I'm scared*). The mentioned above method develops your emotional intelligence and helps to cope with emotional waves physically and mentally. A verbalized, named emotion immediately loses its intensity and you can work with it in the cognitive, mental zone.
- Try to calculate the strength of your emotion on a scale from 1 to 10 (1 – state of absolute calm, 10 – maximum emotion). Analyse what manifestations of emotion at 3, 5, 7, 10 points. At the same time, 10 points is an emotional peak, when rational thinking is completely blocked by emotion. Knowing these manifestations, for example, you will be able to notice the rising emotion of anger in time, switch your attention from the stressor to something else.

Useful techniques for practicing empathy:

- Show yourself more acceptance, self-support and self-respect. This helps to form inner support and self-love, sensitivity and responsiveness to your feelings and needs. Having the ability of being self-empathic, we can later easily apply it to other people. And vice versa, without empathy for ourselves, it is difficult for us to be empathetic to others.
- Try to find your own answers to two questions: 1. "How should I understand that the interlocutor shows empathy for me by observing his/her words, emotions, behaviour?". 2. "How do I understand that I show empathy for my interlocutor, by observing my words, behaviour, emotions?" The answers to these questions will allow you to diagnose how attentive you are to yourself and others.
- Meet a person who, in your opinion, is empathic enough and try to observe his/her behaviour, ask how this person develops this sensitivity in relation to other people.
- Show sincere interest in other people's emotions, feelings and needs, ask them questions and listen to their answers first with your heart and then with your mind.

Useful techniques for developing social skills and building relationships:

- Show interest in people, be interested in their vision, values, and rules of life.

- Learn to defend your own boundaries and show healthy assertive behaviour.
- Create the new internal rules for yourself:
 - agree with people;
 - talk about your needs and feelings;
 - don't silence your emotions;
 - don't guess what other people think but ask them what do they think;
 - don't wait that other people will guess what you need but tell them about this.
- Focus your attention on what you and the interlocutor have in common, not what is different.
- Allow people to show all their emotions around you, increase your emotional container.
- Train active, empathic listening - do not interrupt, be attentive, paraphrase the words of your interlocutor and share with him/her exactly how you understand what you heard.
- Master and practice the techniques of nonviolent communication (NVC).

These recommendations will help the tutors to become more attentive to themselves and others, and in such way to develop emotional intelligence and. improve the tutor-tutee relations.

2.2. Communication skills

For effective interaction with the tutee, the tutor must have well-developed communication skills. For example, in the process of individual work, the tutor must be able to explain the educational material in such a way that it becomes more understandable to the tutee. Or to help deal with a certain topic that is difficult for a tutee to understand. Also, in the process of the group form of work, the tutor must communicate effectively with all representatives of the student group.

Here are a few well known communication quotations:³

“Speak so that I may see you”

Socrates

“We are stronger when we listen and smarter when we share”

Rania-Al-Abdullah

“There is only one rule for being a good talker – learn to listen”

Christopher Morley

“We have two years and only one mouth so that we can listen twice as much as we speak

Epictetus

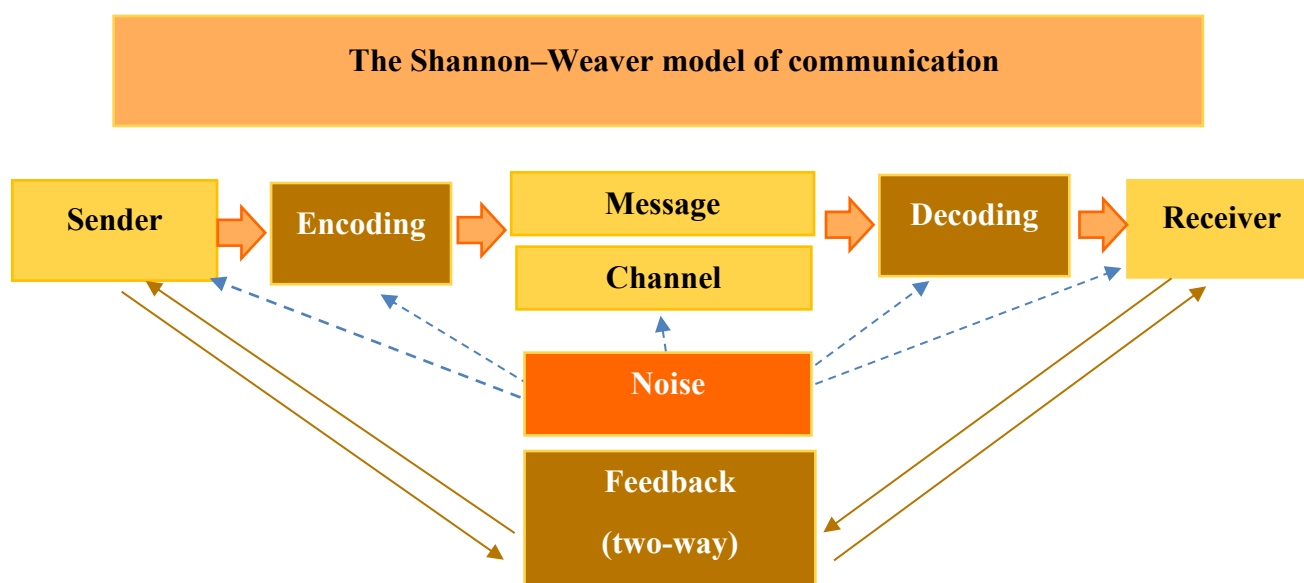
Communication (*lat. communicatio*) refers to an act of transferring information between two or more people using writing, speaking, or any other medium, verbal and non-verbal tools. At the same time, it is process of exchanging ideas, opinions, facts, feelings or expressions in a way that each participant of the communication process gains *a common understanding of the message*.

Thus, the main purpose *of the communication process* is to ensure understanding of information that is being transmitted.

In tutoring practice, the tutor transfer information to the tutees in order to:

- inform about some important events or possibilities for tutee’s personal development (for example, about the opportunity to visit the university museum);
- appoint the tutoring sessions or other meetings (for example, workshops on study methods, time management, stress management in the University T&M Centre);
- clarify the tutee’s responsibilities (for example, about responsibility to avoid plagiarism and follow the ethics of academic integrity);
- explain something (for example, a topic or some scientific theory);
- entertain (for example, organizing a student party);
- convince (for example, about the necessity of using a certain research method);
- describe something (for example, a story about the traditions of the university).

The scheme of the communication process is illustrated nearby.



There are eight basic elements of the communication process:

1. **Sender** - a person who generates ideas or collects information and conveys it (*in our case it is the tutor*).
2. **Encoding** – the message generated by the sender is encoded symbolically in the form of words, pictures, gestures, etc. (*in the case of tutoring it is very important to encode information for the tutee in a proper way to make it short and clear*).
3. **Message** - the idea, information, view, fact, feeling, etc. that is generated by the sender and encoded through using symbols.

4. **Channel** - a means of transmitting encoded message to the sender (*in our case the message for the tutor could be transmitted either orally or in written form through e-mail, messengers, telephone calls, one-to-one meetings etc. The medium of tutor-tutee communication should be convenient both for the tutor and the tutee*).
5. **Receiver** - the person for whom the information is specially prepared and who interprets it. (*In our case it is the tutee or a group of students (tutees) for whom the message is sent by the tutor*).
6. **Decoding** - the process of converting the symbols encoded by the sender. (*In the case of tutoring if the tutee receives the message and understands it in a proper way, and then acts according to the message, we can consider the tutor-tutee communication being successful*).
7. **Feedback** – is a critical element in the communication process that helps to improve other elements. It is a way in which the sender and receiver interact with each other to confirm the understanding of information and clarifying the details of actions. (*In the case of tutoring it means the two-way communication for building trust and improving communication process. Constructive feedback is very important for understanding what goes well and needs to be improved furtherly as well for encouraging and motivating each other*).
8. **Noise** - it refers to any obstruction that takes place during the process of communication. (*In the case of tutoring it could be bad telephone or Internet connection, faulty encoding, faulty decoding, poor understanding of message by the tutor due to the gap in previous knowledge, existing prejudices or differences in cultural background, etc.*).

For better understanding of sent information the tutor can use the speaking channel of information transmission, as well as diagrams, tables, images. The choice of channel for transmitting information strongly depends on the form of interaction with the tutor (individual or group), as well as the purpose of communication (for example, increasing the level of knowledge on a certain subject; adaptation to the learning environment at the university).

Communicative competence is formed throughout the whole life.

In a broader sense, the communicative competence of a tutor means the ability to interact clearly and friendly with a tutee, easily establish communicative contact with him / her, use proper channels for transmitting information taking into accounts the tutee's needs and feedback.

The tutor's communicative competence in the narrow sense is knowledge of cultural norms and rules of communication; assimilation of social stereotypes of behaviour; possession of communication skills and abilities; a system of internal means of regulating communicative actions; a set of abilities and skills obtained on the basis of individual experience of the previous tutor- tutee interaction.

The tutor's communicative competence is a combination of language competence and body language.

Language competence (*lat. competens* — proper, appropriate) refers to the awareness about the norms and rules of the modern literary language and their skilful use by the participants of communication process for making positive expressions.

In communication between the tutor and the tutee it is important to follow a business style of speech, without using jargon or profanity. Communication should be friendly and benevolent. The pace and tone of speech should be average.

Body language refers to the non-verbal means of communication, including gestures, postures and other

non-verbal signs, which are commonly used in non-verbal communication.

Nine gestures and postures that a tutor should avoid during communication:

- ➔ 1. ***Agitated movement:*** refers to constant shifting or spinning on a chair around in different directions or tapping your fingers on the table. Such behaviour indicates that you are nervous and lack leadership qualities. Try to be calmer and more confident.
- ➔ 2. ***Hair fidgeting:*** when communicating with another person, this habit can greatly distract from the essence of the conversation. So, it's better not to touch your hair at all during conversation.
- ➔ 3. ***Crossing Arms:*** many people cross their arms or hunch a little because they don't know where to put their hands. But such defensive posture can make you closed and non-friendly in the eyes of the tutees. Keep your hands visible and your shoulders straight.
- ➔ 4. ***Standing too close or too far away:*** respect personal space and maintain an appropriate distance.
- ➔ 5. ***Absence of a smile:*** don't forget to smile. A smile attracts people and shows confidence, openness, warmth and energy. Without a smile, people are often perceived as alienated.
- ➔ 6. ***Checking watch or phone frequently:*** there is nothing more annoying than talking to someone who is not paying attention to you. Some people are distracted by their smartphone, watches or looking out the window during a conversation. If you have such a terrible habit, get rid of it, because you seem very rude and uncaring.
- ➔ 7. ***Slouching:*** this posture might convey disinterest or lack of confidence. Stand up straight. It's very easy to develop bad posture, especially if you spend a lot of time at a desk in front of a computer. If you want to appear more confident and improve your health and fitness, straighten your back and maintain a straight posture.
- ➔ 8. ***Avoiding eye contact or staring too intently:*** these two aspects of body language are very important for creating the tutor-tutee communication without barriers. If you look at the interlocutor too persistently, practically without taking your eyes off, you can embarrass him / her and put in an uncomfortable position. But if you constantly look away, the interlocutor may think that you do not trust him / her or feel disgusted.
- ➔ 9. ***Imbalance of verbal and non-verbal behaviour:*** when words and gestures do not correspond to each other, your interlocutor can be confused and take information incorrectly. If there is an inconsistency between words and facial expressions and gestures in communication, people often rely on non-verbal information.

Another important component of a tutor's communicative competence is **active listening**. Active listening is the best way to show people that they are valued. To effectively interact with a tutee, it is necessary to understand what he / she is talking about and what exactly worries him / her.

You can listen at different levels:



Useful tips for active listening development:

- To establish contact with the tutee, demonstrate your interest with facial expression and body position.
- Maintain eye contact during the tutoring sessions.
- Give the tutee signals that you are listening carefully by means of: 1) repeating in your own words, with a positive and questioning intonation, the most important statements that you have heard from the tutee; 2) making short comments like "Yes, I understand", "Exactly", "Interesting", "Great".
- Carefully monitor the mood and emotions of the tutee.
- Don't interrupt the tutee, let him/her express the opinion to the end.
- Express your opinion briefly and clearly, without using long phrases. The more concretely the opinion is expressed, the easier it will be for the tutee to understand you.
- Speak loud and clear enough - this adds confidence to your speech.

Useful tips for improving the tutor's communicative competence

- Communicate with people of different ages, genders, and nationalities.
- Speak in front of a different number of people.
- Analyse your strengths and weaknesses.
- Work on your personal diction.
- Attend acting and public speaking courses.
- Increase self-confidence.
- Believe in tutees, respect them and show tolerance.

This is far from a complete list of possible ways of self-improvement. Everyone has to choose their own unique recipes. The main thing is the desire to increase the level of communicative competence and never stop in its improving.

2.3. Leadership and teamwork

The tutor must have leadership qualities and be able to work in a team.

Leadership is a combination of personal qualities of a person, power and relationships with people who are currently under the leadership or influence.

Also, leadership is considered as a process by which a person influences a group of people to achieve a common goal.

Leadership qualities – a set of attributes and skills that allow a person to influence others, directing their efforts to achieve common goals. Leadership can be demonstrated in a variety of contexts, including the work environment, volunteering, sports or community initiatives.

Leadership qualities are diverse and can manifest in different contexts. It is important to note that effective leaders may exhibit different combinations of these qualities depending on the situation and the needs of their team.

Different scientists offer a different list of the necessary qualities of a leader:

(Stogdill, 1974)	(Kirkpatrick & Locke, 1991)	(Northouse, 2016)
<ul style="list-style-type: none"> ▪ achievements ▪ perseverance ▪ understanding the essence ▪ initiative ▪ confidence in one's abilities ▪ responsibility ▪ ability to cooperate ▪ tolerance ▪ influence ▪ sociability 	<ul style="list-style-type: none"> ▪ energy ▪ motivation ▪ integrity ▪ confidence ▪ cognitive abilities ▪ knowledge of the task 	<ul style="list-style-type: none"> ▪ intelligence ▪ confidence in one's abilities ▪ determination ▪ integrity ▪ sociability

Here are some key leadership qualities that a tutor needs to develop:

Vision – the ability to define clear and stimulating goals for the tutee or for the supervised group of 1st-year students.

Motivation – the ability to inspire and motivate tutees to achieve their goals.

Active listening – the ability to listen carefully to others and consider their opinions and beliefs.

Effective communication – the ability to clearly express own thoughts and ideas, as well as the ability to communicate effectively with different people. This aspect was described in detail in the previous paragraph.

Resilience – the ability to remain effective and make decisions in adverse environments or under stress.

Trustworthiness – the ability to earn the trust of tutors, teachers and the tutoring and mentoring centre team.

Team development – the ability to promote the development and effectiveness of a team (groups of 1st-year students), creating a favourable working atmosphere.

Strategic thinking – the ability to consider situations from a broad perspective and consider strategic goals.

Decision making – the ability to make important decisions, taking into account risks and perspectives.

Courage – willingness to make difficult decisions and stand up for one's beliefs, even if it is not always popular. Especially in the process of individual work with tutees, the tutor must show perseverance and follow the intended plan in order to achieve the goal of increasing the tutor's level of knowledge and academic success.

Empathy – the ability to perceive and understand the emotions and perspectives of tutees wards.

Adaptability – the ability to quickly adapt to new conditions and change strategy accordingly.

At the same time, tutors can display different combinations of these qualities depending on the specific situation and context of their work. It is important for the tutor to realize that he / she influences the tutors (both during the group form of work and individually), their outlook, ideas about the university, themselves in the learning process, and their self-confidence. The tutor helps the student to feel a part of the common history, a part of the friendly student family of the respective university. Therefore, it is important to consciously and responsibly treat the tutor's work. In addition, the tutor must be flexible and open-minded to everything new (more details about this will be found in paragraph 2.4), constantly self-improve and develop, raise his/her professional and personal level.

Since tutees will try anyhow to reach the tutor's level, the tutor must be aware that his/her behaviour and actions are an example to follow. Thus, the tutor should be the bearer of the principles and values of the academic culture that he/she broadcasts. This should be manifested in communication with students and teachers, in posted information in social networks, in everyday life.

Leadership skills – it is the ability to perform one's actions effectively. Here are some essential leadership skills for tutors:

- **Interpersonal / humanitarian skills.** Knowledge of people and ability to work with them. Basic knowledge of psychology will come in handy (knowledge of temperament, character, intellectual abilities of a person, etc.).
- **Conceptual skills.** Judgment, intuition, creativity, foresight, logical thinking, inductive and deductive thinking, analytical skills of the tutor.
- **Technical skills.** Knowledge of a specific type of work or activity, specific methods, processes and equipment used in the educational process (ability to use online tools used at the university, etc.).

There are 6 leadership styles⁴:



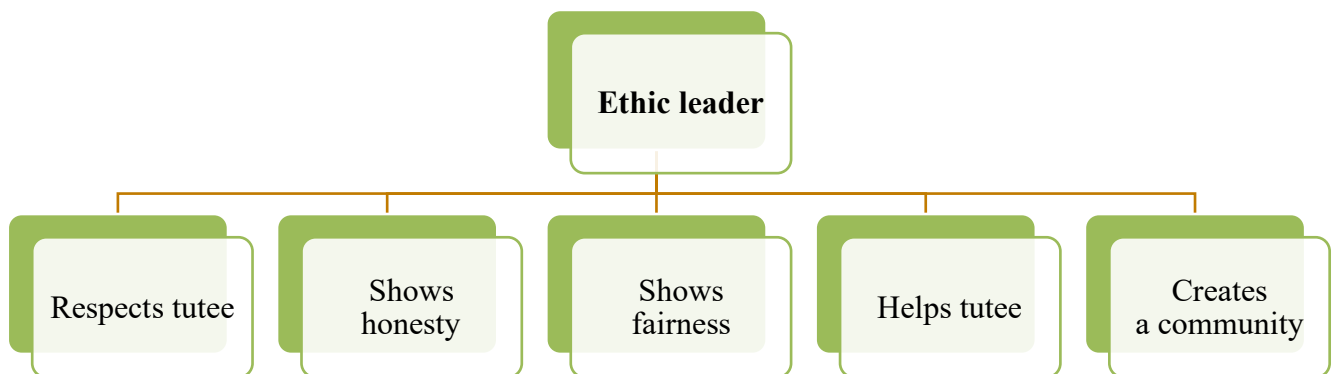
⁴ Different leadership styles and why it's important to master them all. URL: <https://ceoworld.biz/2021/03/23/different-leadership-styles-and-why-its-important-to-master-them-all/>

Leadership styles should be used depending on the situation and the needs of the team.

The tutor should focus on the purpose and subject of interaction with the tutee, as well as his individual characteristics.

Ethics is central topic in the tutor leadership because of the need to engage first-year students to achieve common goals, and because of the influence that leaders have on the values of team members.

Principles of ethical leadership

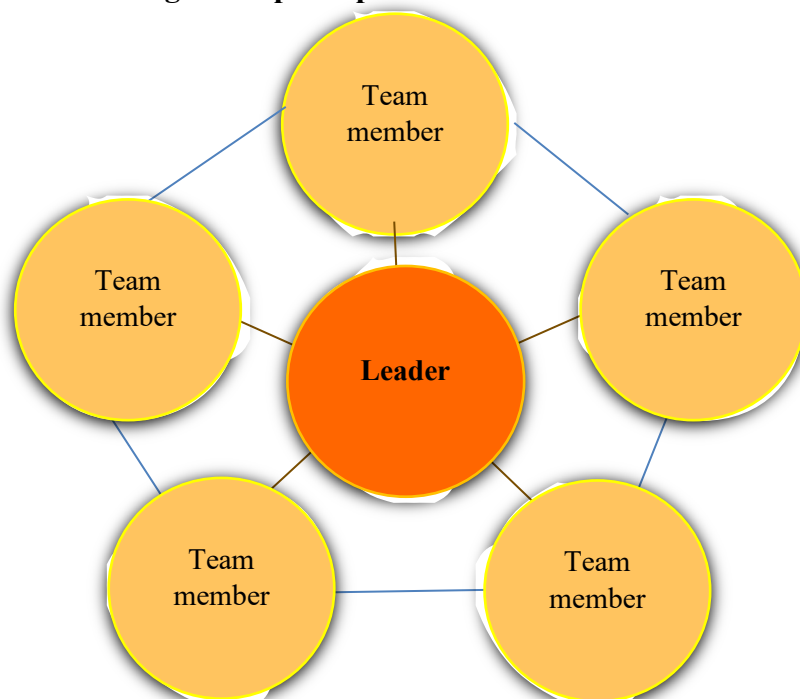


One of the important missions of the tutor's activities at the group level is to facilitate the transformation of a group of the 1st-year students into a team.

Why is it important?

Team spirit increases students' motivation to study and contributes to their personal and professional growth. There is no place for bullying in the team, but instead there is a trusting and creative atmosphere that encourages new achievements.

The team is built according to the principle of the wheel:



Team – a group of students who share goals, values and general approaches to the implementation of joint activities (learning, participation in competitions, programs and other activities), have complementary skills, take responsibility for the final results.

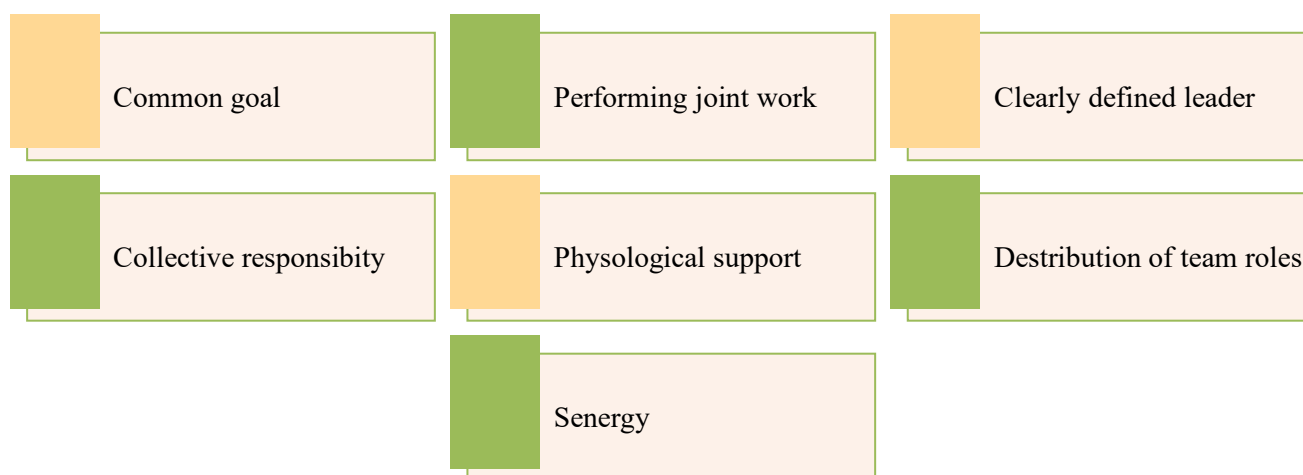
Teambuilding refers to building an effective team where team members are focused on achieving common results, working harmoniously as a single organism. Teambuilding is especially useful for purposeful formation of a special way of interaction among students working on joint projects as it allows them fully realize their intellectual and creative potential.

The creation of the team is based on the principles of purposefulness, cohesion and responsibility.

In the learning process, the students usually don't have a common goal but they all have the same goal - to acquire knowledge. And each student chooses their own unique way of achieving it. Therefore, in order to form a team, the tutor needs to facilitate the creation of specific conditions when the group of tutees will have a common goal. It could be the participation in the sports competition, intellectual hackathons, quizzes, social or scientific projects, talent show, and presentation of the 1st course or other activities. The task of the tutor is to create such an atmosphere of trust and interaction in which everyone can express themselves.

At the same time, it is important to help the team to distribute team roles in a proper way and choose a leader. For this, the group must see him / her in action, and this is exactly what the tutor contributes to.

Thus, **signs that a group of students can be considered as a team are the following:**



To form an effective team, the tutor needs to promote trustful relationships between the tutees, free communication and joint discussion for searching optimal ways of solving arising problems. At the same time, the decision should not be proposed by the tutor, but by the representatives of the group. The tutor acts more as a moderator in the decision-making processes of the group.

Development of tutor's leadership qualities and skills is an important process that can contribute to their personal and professional development. The process of self-improvement is constant and continues throughout life.

Here are some recommendations that will help to increase the level of tutor's leadership qualities and skills:

- *Self-determination of goals.* Learn to set specific and achievable goals. Move from one goal to another and celebrate even small successes in reaching them. Encourage yourself and praise yourself for victories.
- *Involvement in team projects.* Get involved in team projects and group assignments. Encourage the development of cooperation and teamwork skills. Become a part of student self-government bodies.
- *Development of communication skills.* Learn to effectively express your thoughts and listen to others. Try to speak in front of the public more often.
- *Encourage interaction and discussion of ideas.* Communicate with your colleagues, discuss your ideas. Listen to the advice. Learn to take constructive criticism in a positive way.
- *Mentoring and coaching.* Ask for advice from more experienced colleagues or teachers, Tutoring and Mentoring Centre specialists.
- *Promotion of creativity and initiative.* Take part in different events and programs that will promote the development of your creativity. Show initiative both at the level of your group and at the level of student self-government of the entire university.
- *Participation in trainings and education.* Visit special courses and trainings on leadership and teamwork development. Take part in non-formal education events (workshops, trainings, round tables, quests, etc.). The world is changing rapidly, so you need to have time to improve yourself and change with it.
- *Practice of decision-making.* Don't be afraid to take responsibility. Make decisions, take care of yourself. Analyse situations and look for alternative solutions.
- *Development of empathy.* Encourage yourself in understanding and acceptance of others' feelings. Learn to show interest in other people's needs and opinions.
- *Stimulation of leadership initiative.* Take part in different student's initiatives and projects, initiate useful activities with tutees and take responsibility for organizing them.
- *Formation of values and ethics.* Develop ethical leadership qualities. Promote values that support the common goals and well-being of the student community.

These recommendations can serve as a starting point for the development of leadership qualities in tutors. It is important to create favourable conditions for personal growth and self-improvement.

2.4 Adaptability and flexibility

Given the rapid development of science and technology, in particular the creation of artificial intelligence, tutors must quickly adapt to new realities, learn new knowledge, and develop relevant skills in order to share them with their tutees. Therefore, adaptability and flexibility are important qualities that a tutor should possess.

Adaptability is the ability of an individual to adapt to changes in the environment or living conditions. This may include flexibility, speed, or the ability to respond quickly to new circumstances or challenges.

Adaptability can also refer to the ability of both the tutor and the tutee to respond quickly to changing learning environments, technological innovations, labour market demands, or other factors. Adaptability can determine success in the face of constant changes and competition.

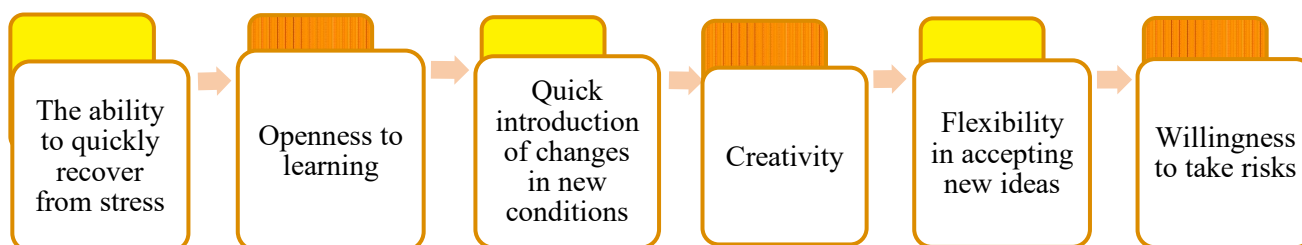
Scientists distinguish the following components of a person's adaptability:

- understanding the meaning of future events;
- constantly updated adequate ideas about future changes in personal and social life;
- adequate assessment of own current and potential opportunities;
- willingness to take internal and external actions to adapt to changes;
- experiencing individual changes and stressful situations as temporary or necessary difficulties to achieve the goal;
- attitude to adaptation as a necessary process for obtaining certain results in the changing environments;
- responsibility for one's possible actions;
- openness, flexibility and tolerance for new things;
- communicative competence⁵.

The adaptive capabilities of a person in the general sense are stable resistant characteristics of the human individuality, which ensure the ability to successfully adapt to various requirements of life and are manifested both physiologically and psychologically, directing the behaviour of the individual in accordance with new conditions.

For example, the adaptive capabilities of an individual include various factors, such as instincts, temperament, emotions, innate intellectual properties, special abilities, external conditions, and the physical state of the body. Manifestations of high or normal adaptability include favourable psychophysical characteristics, high work capacity, endurance, stress resistance, mental and physical harmony, as well as harmony of inborn personal qualities and the ones developed during life.

The key features of the tutor's adaptability:



It is important to consider that the level of adaptability can increase or decrease under the influence of education, training, living conditions and lifestyle. Personal characteristics, orientations, choices, hierarchy of value systems, goals and needs, level of verbal intelligence, culture, emotional expression

⁵Kordunova Natalia, Mudrak Igor, Dmytriuk Natalia. Features of vitality and adaptability of students in crisis situations. *Psychological Prospects Journal*, Issue 38, 2021, 96–109 pp.

and interpersonal relationships also affect how easy or difficult it is for a person to adapt to new realities of life.

The author of the theory of cognitive development and child psychologist Jean Piaget explored that there are two approaches to the concept of adaptability: either we can try to adapt our usual patterns of behaviour and actions to the situation, or under the influence of this situation we change our behaviour patterns and become part of the process. It should be noted that any of the chosen methods is not easy for our psyche. Psychologists compare this to the process of acquiring a new skill - our brain has to go "out of the box", and the first reaction is usually denial or defence⁶.

So, in the case of facing new circumstances or changes the best strategy is to act without panic, denial, defence or stupor. It is important for the tutor to realize that changes are a part of our lives, without changes development is impossible. And by helping others to overcome difficulties and adapt to new conditions, the tutor grows personally.

At the same time, it is important to show flexibility.

Flexibility as the tutor's personality trait indicates the ability to adapt to changes, solve problems and adapt to a variety of situations. A highly flexible tutor shows openness to new ideas, the ability to consider situations from different points of view and an enthusiastic respond to changes.

Among the **key aspects of flexibility** that the tutor should develop are:

Tolerance for uncertainty. The ability to deal with uncertainty and complexity without losing faith in oneself.

Readiness to risk. The ability to make decisions even when the results are not guaranteed. It is also about having the ability to learn from failure.

Flexibility of thinking. The ability to consider different points of view and use creative approaches to problem solving.

Self-control. The ability to control one's emotions and reactions to stress in order to cope effectively with difficulties.

Learning from one's own mistakes. The ability to identify and realize useful lessons from one's mistakes and use them for further development.

Formation of flexibility and adaptability – the process that includes a number of practical steps and psychological efforts.

Useful tips for developing flexibility and adaptability:

To develop flexibility:

- Experiment, try something new, even if it seems unusual or causes concern. Dare to step outside your comfort zone.
- Embrace uncertainty, learn to accept uncertainty and uncertain situations. See them as an

⁶ How to develop the child's skill of adaptability? <https://www.creativeschool.com.ua/blog/yak-rozvyynyty-navychku-adaptyvnosti-u-dytyny/>

opportunity for personal growth.

- Change your approach, be able to re-evaluate your approach to tasks or situations. Respond to change not as an obstacle, but as a challenge.
- Develop creativity, encourage your creative side and look for unconventional solutions. Consider problems from different points of view.

To develop adaptability:

- Keep an open mind, be willing to take new ideas and perspectives on board. Work on being open to learning and new experiences.
- Set yourself a challenge, look for challenges that require adaptation. Get used to solving problems and obstacles.
- Build a network of connections, create positive relationships and contacts that can come in handy in various situations. Learn to adapt your communication skills to different environments, representatives of different age, social, religious and other population groups.
- Get involved in self-development, continue to learn and develop in new directions. Support your desire for self-improvement.
- Set goals (what do you need adaptation for?), determine which aspects of your life need adaptation. Develop an action plan to achieve these adaptive goals.
- Learn from the example of others, communicate with people who have already shown flexibility and adaptability. Learn lessons from their experience, implement this experience in your life.
- Explore opportunities, not obstacles. Don't block your ability to grow with your own negative attitudes. Focus on the possibilities, not on what could potentially get in your way.
- Think positively, it is important to see the "glass half full" and not the other way around.

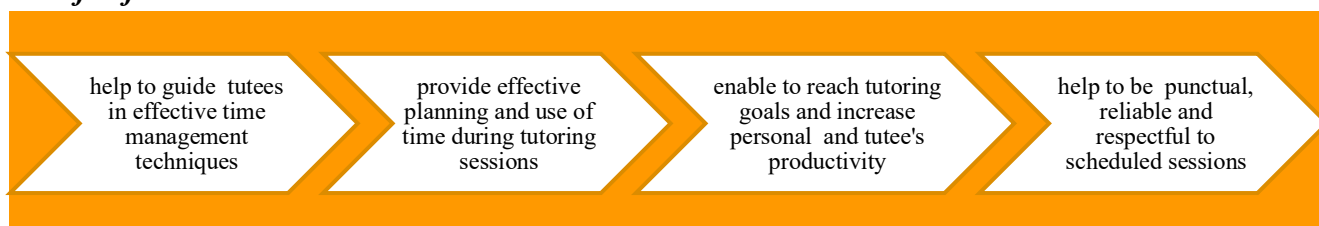
It is important to understand that developing these qualities is a gradual process, and it is important to be patient with yourself. Constant self-improvement and openness to new things help to become more flexible and adaptable.

2.5. Time management skills

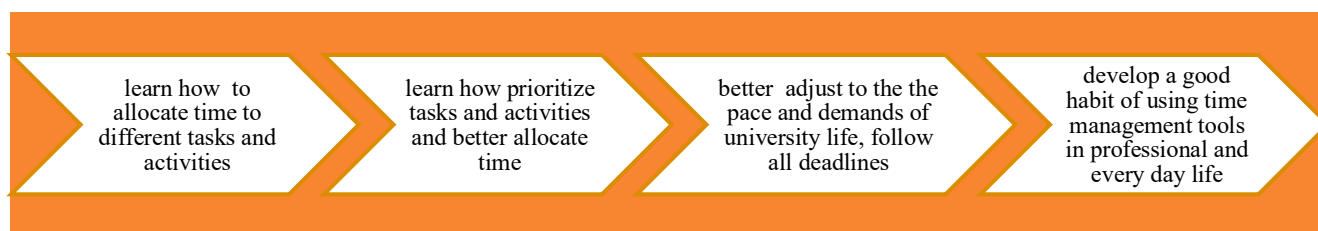
Time management is a set of abilities in organizing and planning personal time, allocating it to different tasks and activities to accomplish specific goals and enhance productivity. Time management skills are crucial in tutoring for building effective tutor-tutee relations and providing tutee's progress.

Time management skills benefit both tutors and tutees.

Benefits for a tutor:



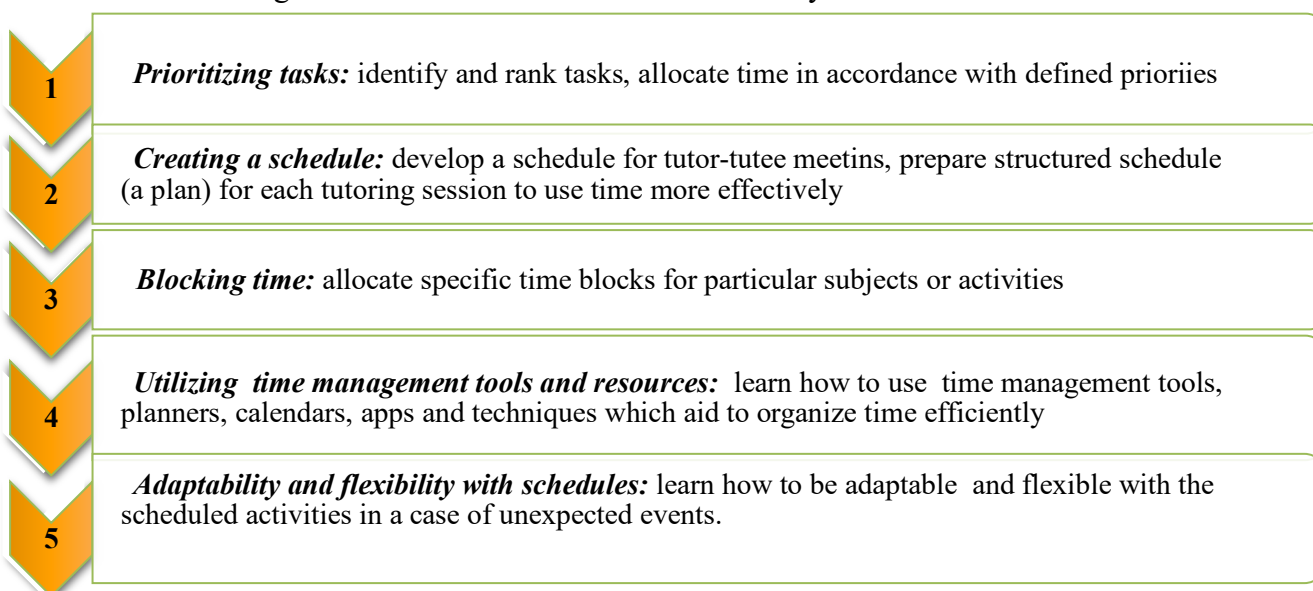
Benefits for a tutee:



While both tutors and tutees benefit from developing time management skills, the tutor's role is not only about increasing personal productivity but also refers to tutee's guidance in using time management.

For that reason, the tutor needs not only to know about existing time management tools but also actively experience them while organizing everyday activities, including tutoring sessions to show a good example to the tutee and create more effective learning environment.

The main time management skills for the tutor are listed nearby.

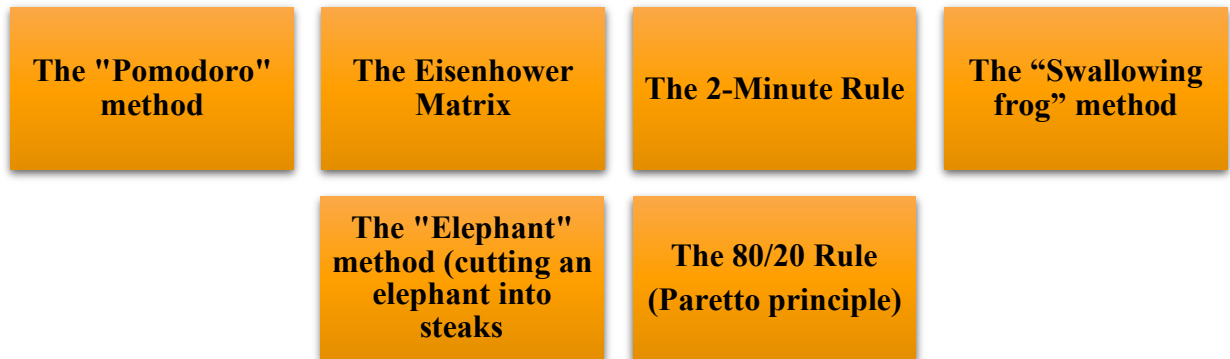


At the same time within mentioned above time management skills the tutor has to teach and guide a tutee how to be more effective in organizing time and reach learning goals.

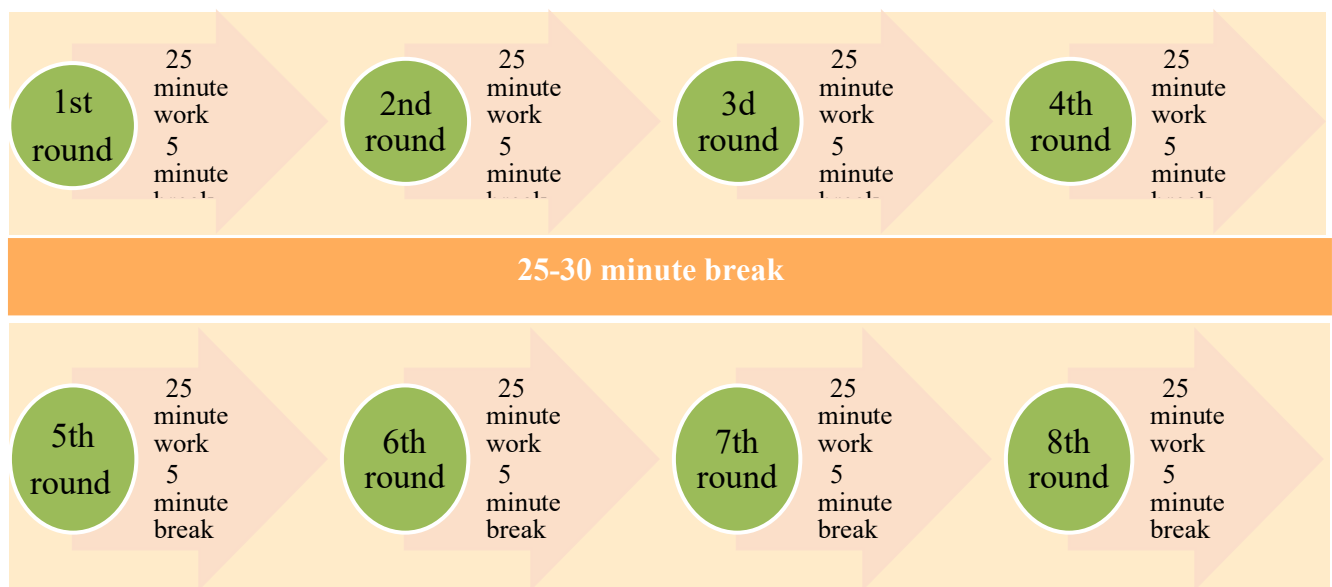
- ➔ **Prioritizing tasks:** teach a tutee how to identify the most critical tasks and activities that need attention during next week.
- ➔ **Creating a schedule:** teach a tutee how to plan time using time management tools and keep in time with all scheduled activities including tutoring sessions.
- ➔ **Blocking time:** teach a tutee how to dedicate block of time for fulfilling concrete tasks and thus maintain deep focus and prevent unnecessary time wastage
- ➔ **Utilizing time management tools and resources:** teach a tutee how to use different time management tools for tracking good habits and organizing their time more effectively. Encourage the tutees to manage their time by themselves sticking the schedules and commitments.

- ➔ **Adaptability and flexibility with schedules:** teach students to be adaptable and flexible with their schedules and create alternative plans for unforeseen circumstances to decrease stress and increase resilience.

To provide effective tutoring process it is important to know how to use the following time management techniques⁷:



➔ **The "Pomodoro" method** is a time management technique for maintaining focus and managing time. According to that method it is recommended to work for 25 minutes and then take a five-minute break. Such breaks are very important as they help our mind in assimilating the new information and preparing it for the next working round. Tutors can teach tutees how to use this method during the tutoring sessions and for planning every-day activities. At the same time, it is useful to learn how to break the tasks into small manageable time units to keep attention and increase the power of concentration on task-solving process.

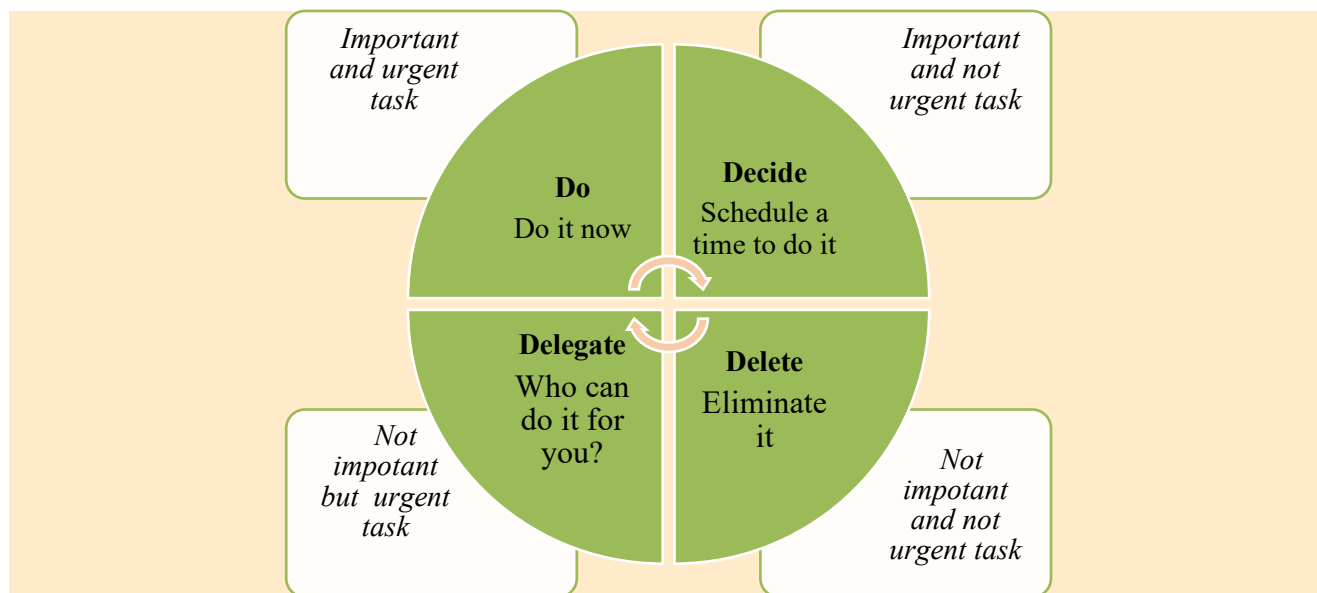


➔ **The Eisenhower Matrix** is a special tool for prioritizing tasks on urgency and importance.

⁷ Dodd, P., & Sundheim, D. (2005). *The 25 Best Time Management Tools and Techniques: How to Get More Done Without Driving Yourself Crazy*. Ann Arbor, MI: Peak Performance Press, Inc.

This time management method was named in the honor of the 34th President of the USA Dwight Eisenhower who suggested a special matrix for determining whether a particular task is worth doing and in what order⁸.

The Eisenhower Matrix



This technique is very useful in tutoring as it helps both the tutor and the tutee to prioritize and organize tasks basing on urgency and importance.

➔ **The 2-Minute Rule** refers to completing immediately small tasks taking under 2 minutes. It helps to handle study-related tasks as they arise.

➔ **The "Swallowing frog" method (or "Eat that frog")** is the time management technique that uses the metaphor "frog" for unpleasant things that still need to be done. To eat that frog means that you have to start with the most challenging tasks to guarantee that they should be really done. In tutoring practice, it is important to teach the tutee how to start with difficult study subjects, study topics or assignments.

➔ **The "Elephant" method (or cutting an elephant into steaks)** is based on the metaphor of elephant as a huge animal for dealing with complex overwhelming tasks that demand a lot of efforts during a long period of time. This time management technique teaches how to break a large task or project into fragments or subtasks. Splitting a task into smaller subtasks make them less complicated and more accomplishable. "Eating an elephant one bite at a time" helps to do a large amount of work and solve difficult tasks.

➔ **The 80/20 Rule (Pareto principle)** refers to the Vilfredo Pareto theory that 80 percent of results are provided by 20 percent of expended effort. In the context of time management that means that 80 percent of all planned tasks take 20 percent of time and other 20 percent of tasks are so difficult that take

⁸ *The Eisenhower Matrix: Time and Task Management Made Simple.* URL: <https://luxafor.com/the-eisenhower-matrix/>

80 percent of available time. This technique is useful in tutoring for prioritizing tasks and topics that contribute most of all to learning and have the biggest impact on study progress.⁹

By emphasizing these aspects, both the tutor and the tutee can develop effective time management skills and thus significantly increase the efficiency of tutoring process.

⁹ Cope, Sean. *18 time management strategies for work*. URL: <https://www.upwork.com/resources/time-management-strategies>

3. Tutor-tutee interaction

3.1. Establishing contact and creating a favourable environment

There are certain university procedures that are in place to organise the tutor-tutee interaction that aim to make the matching process quick and efficient, leading to the successful matching:

1. Registration of tutors and tutees on the specially designed T&M Platform through filling special profile with necessary information about contact details, background and areas of interest for the matching process and progress control.
2. Distribution of the register to the dean's office and to the curators of academic groups. This register contains:
 - names and surnames of tutors, their academic group, phone, email, links to pages in social networks;
 - areas of competence (knowledge, skills, experience);
 - their interests in the implementation of tutoring programs.
3. After the completion of tutor-tutee matching process the register is added with information about:
 - the group tutor and the chosen academic group for group-level tutoring;
 - the tutor-tutees working together on an individual level tutoring;
 - quantitative and qualitative indicators of the work of tutors at the group and individual level (submitted by tutors in the form of a report at the end of the academic year).
4. The IT-platform utilizes algorithms to match tutees with suitable tutors on the individual level. The responsible person from the T&M Centre can help tutees in analysing requests for the necessary tutoring support on an individual level and matching them with tutors based on their academic needs and shared interests to promote a positive and effective learning relationship.
5. Requests for group-level work are sent to deans. Deans of faculties are responsible for matching tutors with academic groups to work at the group level, taking into account the field of education and the size of the group (in the case of more than 30 people in an academic group, the dean's office can assign two tutors to the group).

registration

of tutors (contacts, background, interests)
of tutees (contacts, background, interests)



distribution

to the dean's offices and academic group curators



matching

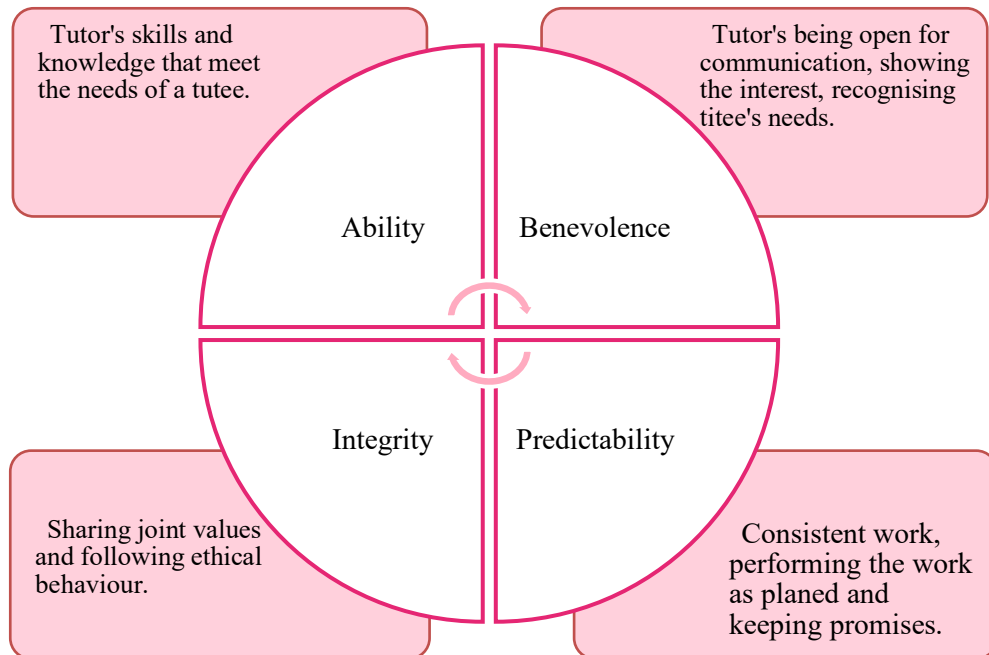
matching on the group level
matching on the individual level

Once the matching is done, it is tutor's responsibility to organize the work with the tutee so that it was convenient and efficient for both. Tutors may ask T&M Centre support as well academic group curators help when necessary, but it is important that they could interact with tutees independently.

Every effective long-term communication is built on trust that creates a bond between the people. It is usually gained with time and can be easily lost if treated carelessly. Therefore, it is very important that

tutors pay special attention to the importance of establishing contact with the tutee and creating a favourable environment built on trust and support.

Researchers show that trust can be gained and sustained based on the four pillars¹⁰:



How can a tutor introduce these aspects into the interaction with the tutee?

- First of all, it is recommended to start the first meeting with a clear self-introduction to let the tutee know tutor's:
 - background
 - academic achievements and interests
 - motivation to support the tutee

This will show the tutee tutor's abilities and the goal he/she pursues working with the tutee. It will also reveal if there are common values and interests that they share.

- Secondly, it is important to listen to the tutee's background, his/her issues (if any), and the expectations from the interaction with the tutor. It will also help in establishing joint interests, but more importantly – it will give the tutor the understanding how he/she can apply the knowledge and skills to achieve the best results and for the benefit of the tutee.
- Thirdly, it is highly important to agree on the channels of communication, define the time when the tutor is available and draft a plan of the meetings at least for one semester. It is obvious, that the plan will be changed due to various personal and objective reasons, however, it will build the general framework of the tutor-tutee interaction and give the tutee the feeling of consistency of the work and some predictability of the interaction. It is also important to remember, that it is the tutor's efforts to implement the plan as planned can give the effect of “keeping promises” and

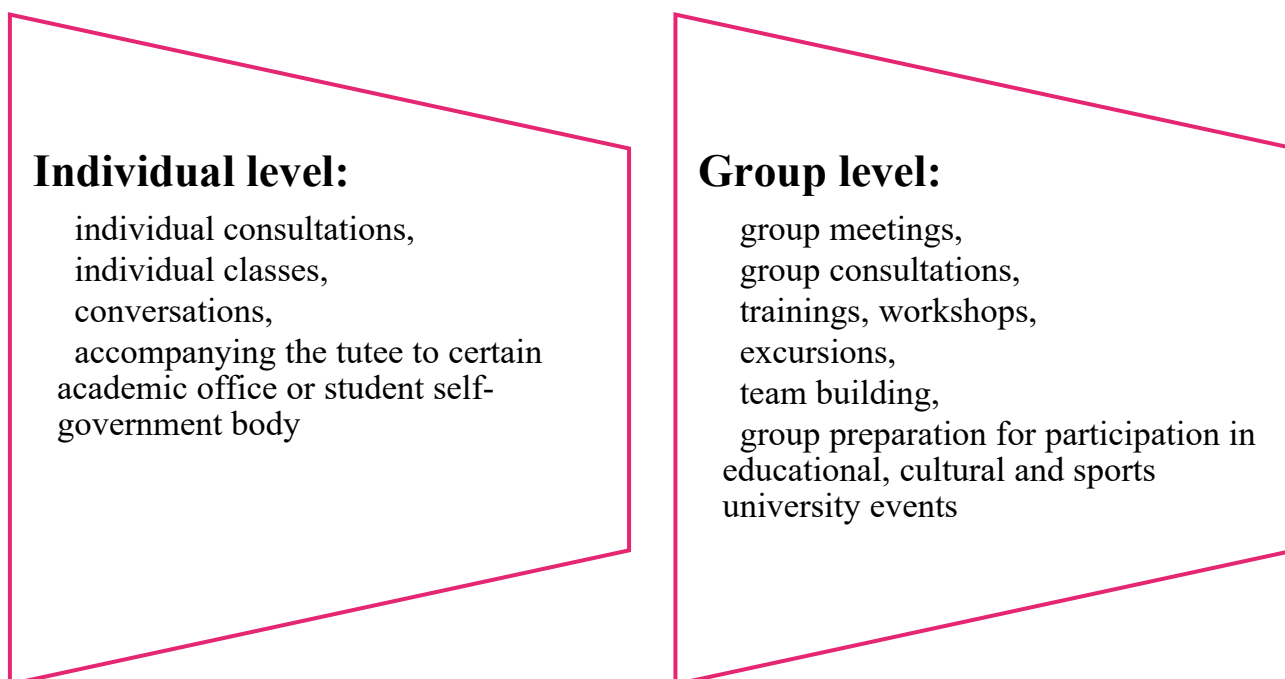
¹⁰ Illes, K., & Mathews, M. (2015). *Leadership, trust and communication: Building trust in companies through effective communication*.

will support the development of trust between the tutor and the tutee.

Shortly, the following steps are recommended for the first meeting:



The format of work included into the plan will differ depending on the level of tutor-tutee interaction:



According to the needs of the participants and the security situation tutor-tutee interaction can be organized both at the university and online.

- The first tutor-tutee meeting on the group level could be held during specially organized orientation school (sessions). The curator of the relevant group can be present at the meetings if necessary.
- Individual meetings of the tutor with the tutee take place according to the agreed individual schedule in the most convenient way for the tutor and the tutee.

3.2. Session planning and preparation

The main principles of session planning and preparation are:

- purposefulness: there are certain goals set and the sessions have relevant focus;
- convenience: sessions are organized in the most convenient time and place for the tutors and tutees;

- inclusiveness: tutors have to take into account personal and cultural aspects connected with the tutees to support them and, in case of group level interaction, not to have anyone excluded from the communication;
- efficiency: tutors should choose the formats of sessions and methods of interaction to achieve the goal in the most efficient way.

The work plan of the tutor working with a group and an individual will differ, however both have to encounter the tutees' interests and needs.

1. Individual level

Individual-level sessions may include:

Consultations and classes. Tutors provide guidance to tutees on the certain subject. These consultations may concern study skills development, selection of literature, clarification of terms, and disclosure of the essence of the topic. They may also refer to the specifics of preparation and requirements for writing essays, presentations, and other forms of individual, creative tasks on the relevant subject. In addition, consultations may concern the preparation of students for public speeches, presentations of their own work, advice on interaction with groupmates during group tasks.



Completion of assignments instead of homework and other forms of academic dishonesty are prohibited.

Thanks to consultations, a tutee can increase academic excellence, improve the quality of independent work, creative tasks in the relevant subject, as well as build self-confidence, improve the quality of presentation of independent work and own achievements.

Individual session plan may also include accompanying a tutee to a dean's office or any other university structural unit when the tutee doesn't know how to get there or needs personal support when making the visit.

2. Group level

Group-level sessions will be more varied in terms of forms of work and their purpose:

Look-around tours. The tutor can conduct look-around tours through the university campus and the main facilities. This is especially important if the university has a complex structure and a large number of structural subdivisions located in different buildings and different parts of the city. During such excursions, first-year students will have the opportunity to remember where important administrative units are located (offices of the university administration, international department, practice department, accounting department, library, dean's office, canteen, student council, etc.), and most importantly, discover logistics and how to get to them more conveniently.

Consultations. Tutors explain tutees the peculiarities of the educational process, the basics of using schedule, requirements for compliance with academic integrity policy, development of effective study strategies. Consultations may concern the ethics of communication at the university during classes and outside classroom time, by phone, online (in messengers, social networks, e-mail) with teachers, administration, technical staff, and other students. Such knowledge will contribute to the formation of a friendly and safe environment for learning.

Also, tutors can advise on opportunities for self-realization at the university (familiarization with existing clubs, student associations, sports sections, creative associations, etc.) and how to use the existing facilities for self-development and extracurricular work.

Preparation of extracurricular activities. Tutors help the academic group to get involved in university extracurricular activities and competitions (welcome to students' community, comedy shows, intellectual quizzes, etc.). The tutor helps to reveal the potential and talents of tutees, promote their creativity and the search for non-trivial solutions. Group participation in extracurricular activities contributes to team building, motivation to study together and bullying prevention.

It is recommended to have meetings with the group at least once a month according to the approved schedule.

Special attention is paid to the first weeks of study and the pre-examination period.



Regardless of the form of the session, it needs certain preparation. Below are given separate recommendations that a tutor should consider.

Form of the session	Preparation
First introductory meeting	<ul style="list-style-type: none"> ✓ Reading the data from the tutor-tutee registrar with the tutee's background and interests. ✓ Meeting with the academic group curator for a short discussion of the group's/individual's current situation and possible needs. Sharing the contacts. ✓ Choosing the place. If it is an offline meeting at the university, the class for the meeting should be chosen considering the study schedule and classrooms allocation. ✓ Sending the invitation message to the tutee, confirming the time and place of the meeting.
Look-around tours	<ul style="list-style-type: none"> ✓ Thinking of the route and the best way of moving around. ✓ Considering the office working hours. ✓ Considering the state/city/university events that may cause too crowded spaces or absence of people at place.
Consultations	<ul style="list-style-type: none"> ✓ Choosing the place. If it is an offline meeting at the university, the class for the meeting should be chosen considering the study schedule and classrooms allocation. ✓ Sending the invitation message to the tutee, confirming the time and place of the meeting, as well as asking of the questions the tutee wants to include into the session. ✓ Collecting necessary information from the dean's office/curator/subject lecturer/administrative office – depending on the tutee's needs.

Preparation of extracurricular activities	<ul style="list-style-type: none"> ✓ Getting in touch with people responsible for the extracurricular activity if not all information is clear or if there is access needed to the place of the event for rehearsals. ✓ Planning the meetings so that they don't affect the study process.
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If there are questions that require clarifications from university administrative units or any university officials, it is recommended to address the T&M Centre for organizing the meeting. The T&M Centre will check the availability of the persons needed and, in case of a number of applications from tutors with similar questions, will organize group meetings.

In other case, it is recommended that the tutor writes the questions to the necessary administrative office via the official email.

3.3. Tutoring methods and techniques

There are various methods and techniques that a tutor may use. Some of them are described below:

- **SWOT analysis:** helps to evaluate the strengths and weaknesses of the tutee, as well as the factors that may help him/her in reaching the goal. It may be used to draft the plan of work for the semester and formulate the goals of tutor-tutee interaction both on individual and group level. The analysis is performed by filling in the tables as in the example presented below:

Internal	Strengths	Weaknesses
	<ul style="list-style-type: none"> ● <i>know how to use Excel</i> ● <i>can type fast</i> ● ... 	<ul style="list-style-type: none"> ● <i>low level of English</i> ● <i>no programming experience</i> ● ...
External	Opportunities	Threats
	<ul style="list-style-type: none"> ● <i>there is a good communication with curator</i> ● <i>English teacher organizes Speaking Club</i> ● ... 	<ul style="list-style-type: none"> ● <i>no good friends in the group</i> ● <i>tight deadlines</i> ● ...
	Positive	Negative

- **SMART goals¹¹:** some tutees may struggle with the studies because they lack self-management skills. A tutor may teach the tutee to set “smart” goals, that will help to clearly define what the tutee wants to reach and how he/she can do that, as well as set the time limit which the tutor may help to control. The “SMART” stands for: 1) *Specific* – define exactly what the aim is; 2) *Measurable* – there is a number to track if the aim is reached; 3) *Attainable* – can the aim be achieved (do you have the resources or can you get them?); 4) *Relevant* – is it really what the tutee wants (why is it significant?); and 5) *Timely* – there is specific time set to achieve the aim. The example of the SMART goal of a group of students preparing a presentation is given below:

¹¹ Les MacLeod EdD, M. P. H. (2012). *Making SMART goals smarter. Physician executive*, 38(2), 68.

Specific: To teach the four leadership styles. Each person will explain a different type of Leadership style with video and discussion.

Measurable: There will be 10 slides prepared for the presentation and four videos for discussion.

Attainable: Yes, because it is a realistic goal and we have the necessary resources to achieve the goal.

Relevant: To succeed in achieving a good grade due to our career goals. Business leadership will come into play when our specific jobs require us to utilize those leadership styles.

Timely: We will have this goal achieved one week before it is due. November 7, 2011.

- **Learning from observing**¹²: tutee may learn how to study by observing the tutor's work, how he/she performs assignments in various subjects. This practice may include doing one's own homework sitting together at a table.
- **Discussion**¹³: talking with the tutee about a study course to help him/her understand the material better, generate new ideas, opinions.
- **Games**: depending on the purpose of the session, a tutor may suggest various simulation games, stimulation games, thought-provoking games, teambuilding games etc. As examples, we may suggest such games as¹⁴:
 - *Ideas as Building Blocks*: Create a fictional problem that must be solved. Assemble your team, and have them write down an idea on a large sheet of paper. They only need to write a sentence or two. Have them pass the paper to the person on their left, and instruct them to use the new idea to build another solution upon. Continue for several rounds, and then see what the results are.
 - *Truth and Lie*: Give each team member four identical slips of paper, or have them use their laptops if they're remote. Instruct them to write down three truths and one lie. The lie should be believable to some extent (i.e. not "I've been to Mars"), and the tenor of the truths and lies should not be offensive or crude. Go around the group, one at a time, and have them read the truths and lie in random order. When they are finished, the team should discuss which they think are the truths and which are the lies.
 - *The Barter Puzzle*: Break your team into groups of equal members. Give each team a distinctly different jigsaw puzzle of equal difficulty. Explain that they have a set amount of time to complete the puzzle as a group. Explain that some of the pieces in their puzzle belong to the other puzzles in the room. The goal is to complete their puzzle before the other groups, and that they must come up with their own method of convincing the other teams to relinquish the pieces they need, whether through barter, exchange of team members, donating time to another team, a merger, etc. Whatever they choose to do, they

¹² Chi, M. T., Roy, M., & Hausmann, R. G. (2008). *Observing tutorial dialogues collaboratively: Insights about human tutoring effectiveness from vicarious learning. Cognitive science, 32(2), 301-341.*

¹³ Іващенко, М. В. (2009). *Особливості реалізації технології тьюторської діяльності. Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту, 6, 68-72.*

¹⁴ 32 *Team Building Games Your Whole Team Will Love.* URL: <https://wheniwork.com/blog/team-building-games>

must do it as a group.

- **Case-study:** a tutor may suggest the tutee discussing some real-life examples connected to the study material to deepen understanding of the subject and better understand the practical side of the course.
- **Brainstorming**¹⁵: a tutor together with the tutee may find the best variant for tutee's project or solving some issue by gathering multiple ideas that come to the mind. The technique requires writing all ideas that come to mind without criticizing them or applying any logic to them at the first stage. Only after writing a long list of ideas, they are to be evaluated according to the resources available vs resources needed, its relevance to the goal and efficiency, tutee's preferences, etc.

If a tutor needs help with choosing the appropriate method and technique of interaction with the tutee, he/she may consult the T&M Centre or the group curator.

3.4. Using on-line technologies for tutoring

The first online-technology that a tutor may use for the work is the T&M platform, which includes such data and tools as:

1. **User Registration:** The platform allows tutors and tutees to create their profiles by providing relevant information such as their name, contact details, areas of expertise, and preferences.
2. **Matching Algorithm:** An advanced matching algorithm is implemented to pair tutors and tutee based on various criteria, such as subject expertise, availability, and specific tutoring needs. The algorithm would ensure the best possible match for both parties.
3. **Communication Tools:** The platform provides communication tools to facilitate interaction between tutors and tutees. This includes messaging systems, video conferencing capabilities, or integrated chat features, allowing seamless communication and collaboration.
4. **Scheduling and Calendar Integration:** To simplify the scheduling process, the platform offers integrated calendars or scheduling tools. Tutors and tutees can coordinate and schedule mentoring sessions based on their availability, with automated reminders and notifications.
5. **Progress Tracking and Feedback:** The platform enables tutors and tutees to track their progress and provide feedback on the tutoring sessions. This includes features for recording session notes, setting goals, and evaluating the overall tutoring experience.
6. **Resource Sharing:** The platform includes a repository of educational resources, study materials, or reference materials that tutors can share with their tutees. This feature can facilitate knowledge transfer and support the learning process.
7. **Analytics and Reporting:** The platform can generate analytics and reports to track the effectiveness of the tutoring program. This may include metrics such as session duration, frequency of interactions, and tutee progress.
8. **Security and Privacy:** The platform prioritizes data security and privacy by implementing measures such as secure user authentication, data encryption, and compliance with relevant regulations (e.g., GDPR). It also ensures that users have control over their personal information and can set their privacy

¹⁵ Подпльота, С. (2022). Форми та методи морального виховання у тьюторських практиках Англії. *Viae Educations. Studies of Education and Didactics*, (1 (3)), 43-53.

preferences.

9. **Mobile-Friendly Interface:** To enhance accessibility and convenience, the platform has a mobile-friendly interface or even dedicated mobile applications. This allows tutors and tutees to access the platform and engage in tutoring activities from their smartphones or tablets.

If the T&M platform is not set up yet, it is recommended to use Microsoft Teams platform that can provide similar tools: online sessions scheduling, online conferencing, instant messaging, files uploading and sharing.

At the same time, there is a number of other online tools that a tutor may use to support his/her work:

1. **University websites and social media.** These sources can provide information about the first-year student tutoring events and the previous successful experience of tutor-tutee interaction. Moreover, the university website contains all regulations and useful information on the organization of the study process, as well as links to separate department's websites and contacts.

2. **University online library.** University has the library website which contains e-versions of books and manuals. Tutors can guide tutees how to use these resources effectively for better academic results.

3. **Educational websites and blogs.** Tutors can recommend tutees numerous educational websites and blogs that offer tutorials, study tips, and educational resources to ease their learning.

4. **Personalized chatbot** can be used to accompany the onboarding program of first-year students, which involves timely and step-by-step delivery of the necessary information about:

- the university (mission and values, history, organizational structure, management, links to the site and social networks);
- student campus (location of classrooms, dean's office (directorate), library, canteen, sports complex, student council, international department, etc.);
- useful contacts (faculty administration, graduation department, academic group curator, security service, student support hotline, etc.);
- schedule of the educational process (beginning and end of the semester, term of sessions, practices);
- the schedule of classes and the possibility of obtaining access to it through the online system or separate applications;
- support services (availability and work schedule of the career centre, psychological service, legal clinic, medical centre, tutoring and mentoring centre, etc.);
- student clubs and organizations (student council, scientific societies, sports sections, foreign language clubs, communities, etc.);
- technologies and online platforms (creation of an individual student account, registration on online learning platforms, access to Wi-Fi



at the university, computer laboratories and hubs, copiers, e-mails and other technological resources);

- accommodation in a hostel (location, how to get there, necessary contacts, rules of payment and shared accommodation);
- entertainment activities and events in the university and the city;
- university news.

5. **Online interaction tools:** there is a wide variety of websites that suggest organizing online interaction or support performing separate methods and techniques in the online mode. Some examples are given below:

- *Miro*¹⁶: support teamwork by providing collaboration tools, online diagramming and mapping, content and data visualization etc.
- *Mentimeter*¹⁷: provides online tools for organizing online quizzes, polls and word clouds.
- *Kahoot!*¹⁸: a free game-based learning platform with a library of ready-made games, as well as with the possibility to create one's own game.
- *Wordwall*¹⁹: allows making custom activities with cards, “spin the wheel”, match up, open the box” tools etc.
- *Trello*²⁰: helps to organize team work on a long-term project, control the performance and deadlines.







3.5. Constructive feedback and methods of encouraging performance

Feedback is the information that a tutor gives to the tutee regarding his/her performance or progress. It may be oral or written, given directly after some work, or at some checkpoint regarding the overall progress.

However, to help the tutee grow and develop, the feedback should be constructive.

What makes feedback constructive?

In a nutshell, a constructive feedback should balance the positive sides of a tutee's work and the negative aspects, keeping the general positive attitude to the tutee and, when possible, suggesting methods/materials/tools for improving the work.

¹⁶ <https://miro.com/>

¹⁷ <https://www.mentimeter.com/>

¹⁸ <https://kahoot.it/>

¹⁹ <https://wordwall.net/>

²⁰ <https://trello.com/>

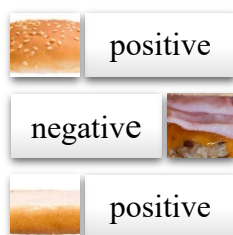
Constructive feedback

What is done well?

What is done poorly?

How can it be improved?

If there are no suggestions on the improvement, it is recommended to give the constructive feedback in the form of a “hamburger”: 1) start with the positive aspects of work, 2) state the weaknesses, 3) finish with the positive aspects.



Constructive feedback has to support the tutee’s motivation and give directions to achieve the goal of tutoring.

There are several types of general feedback that may be also useful²¹:

Explicit	clear open feedback in the written or oral form
Elicitation	suggesting the tutee to correct some of the work's weaknesses himself/herself
Clarification Requests	asking a tutee to paraphrase the answer when it is ill-formulated or the tutor feels there is a misunderstanding hidden behind the answer

Apart from giving the feedback, tutoring on the group level may use the experience of successful companies on supporting the motivation of tutees and their performance. In particular, they recommend:

1. **Support collaboration:** organize group work and interaction whenever it is possible.
2. **Create positive environment** by jointly celebrating tutee’s success, general festive days etc.
3. **Always praise good work!**
4. **Encourage initiative:** support tutee’s ideas on what and how they want to do to achieve the goal²².

²¹ Pourmandnia, Delaram & Behfrouz, Behnam. (2014). Constructive-Feedback: An Educational District Forma Theory to Practice in ELF Teacher Education. *International Letters of Social and Humanistic Sciences*. 41. 123-137. 10.18052/www.scipress.com/ILSHS.41.123.

²² 8 Practical Ways To Improve Employee Performance. URL: <https://elearningindustry.com/practical-ways-to-improve-employee-performance>

4. Problem solving in tutoring

4.1. Conflict management and problem solving

Well-known experts in the field of interpersonal conflicts Wilmot and J. Hawker define conflict as a pronounced struggle between interconnected parties who perceive their goals as incompatible, resources as insufficient and consider each other an obstacle to achieving their goals.²³

In the process of social interaction, contradictions between people arise quite often. Conflict is considered as the most acute way to resolve it.

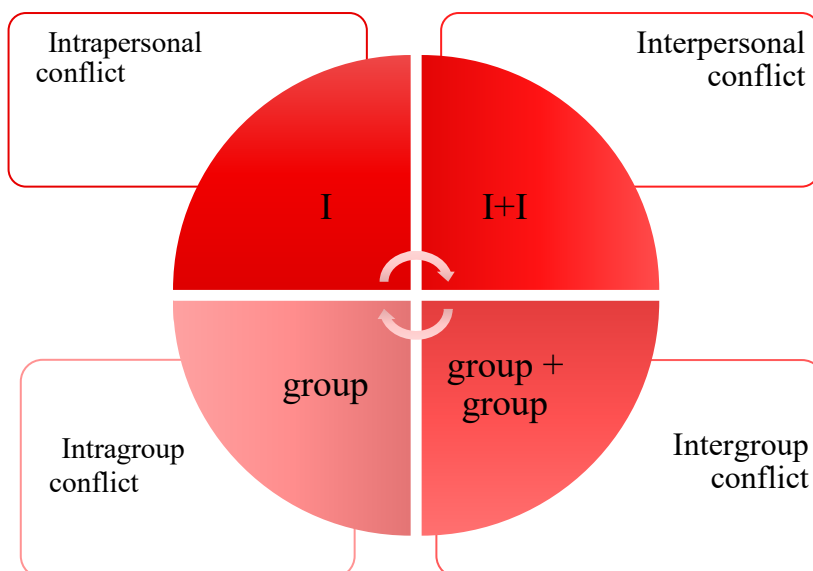
- ***It is important to realize that such contradictions do not have to be real. For a conflict to arise, it is enough for the parties to perceive them as such.***

The ability to identify a conflict and resolve it productively for all its participants is the most important skill of a tutor.

The conflict is usually:

- ▮ characterized by the existing confrontations between the participants of communication process;
- ▮ accompanied by negative feelings;
- ▮ exceeds the limits of positive communication.

The main types of conflicts depending on the nature of the participants:



²³ Joyce L. Hocker William W. Wilmot. (2017) *Interpersonal conflict: Tenth edition*. New York, NY: McGraw-Hill Education. 3, (393 p.).

- **Intrapersonal conflict** refers to a person's self-assessment of his / her own abilities, qualities and position among other individuals, which represents a collision of two opposing goals. Conflict manifests itself in the form of "I am capable" or "I am not capable."

Types: *motivational conflict, moral conflict, conflict of unfulfilled desire, role conflict, adaptation conflict, conflict of inadequate self-esteem.*

Intrapersonal conflict can arise due to conflicting demands, mismatch between organizational and personal needs, values, academic overload, low satisfaction, self-doubt, and stress. Such conflict can lead to anxiety or depression, and if not resolved can result in interpersonal conflict.

- **Interpersonal conflict** is a clash of personalities in the process of their relationship, when two people have different choices or opinions. Interpersonal conflicts can arise between students of HEI, as well as between students and lecturers.

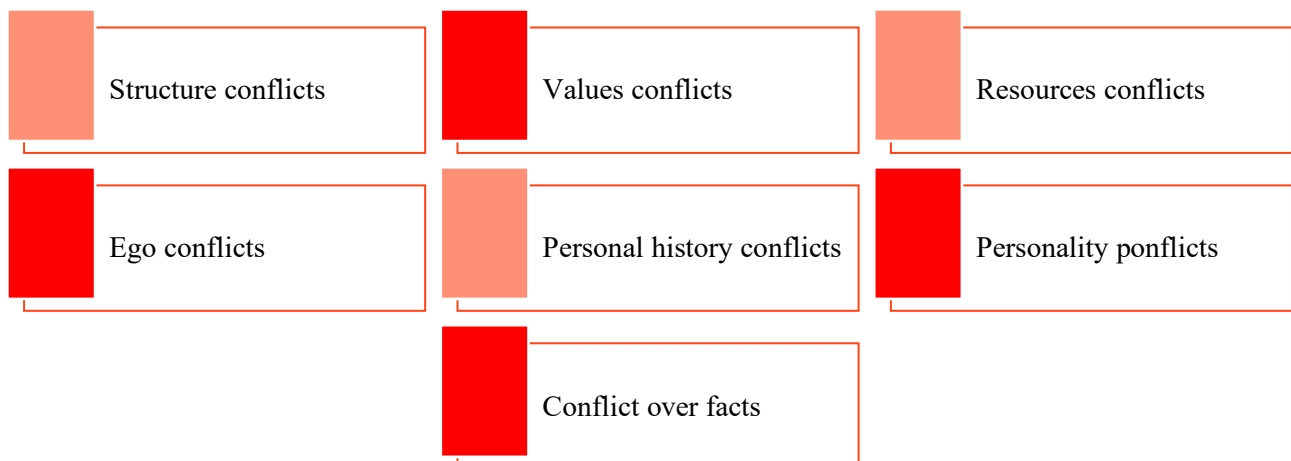
Interpersonal conflict can arise due to substantive differences in personal and pragmatic interests, and semantic barriers in communication that have not been overcome.

- **A conflict between an individual and a group** arises when one of the members of a group or organization (university) violates the norms of behavior or communication established in it. The conflict between an individual and a group is clearly illustrated by the example of a conflict between a lecturer who adheres to an authoritarian communication style and students. Also, similar conflicts can be observed in academic groups, where one of the group members did not behave according to the laws of the group.

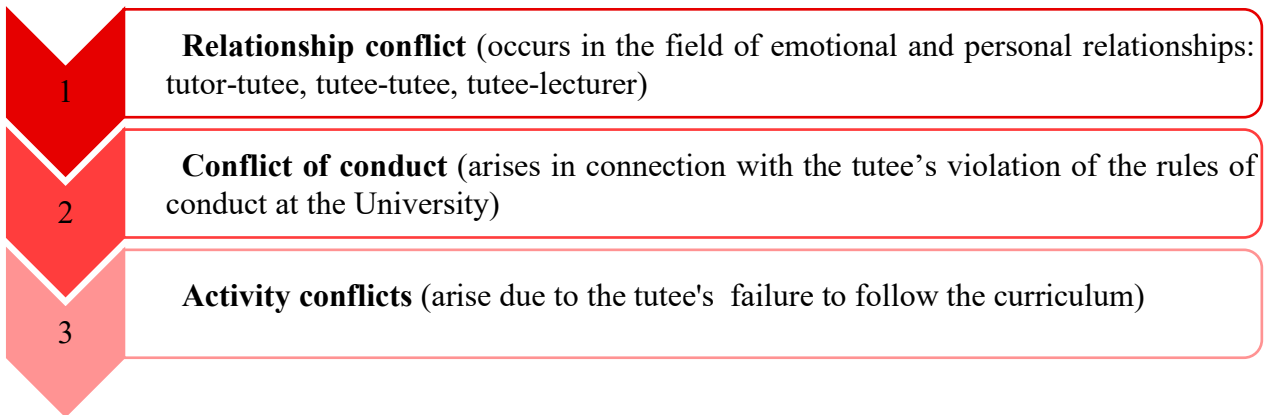
Conflict between the individual and the group may arise due to differences in expectations; differences of positions; the group's rejection of a formal leader.

- **Intergroup conflict** occurs when different formal and/or informal groups that are part of the university environment compete either for power or have differences in preferences and ideologies.

The reasons the conflicts vary greatly and influence on the conflict type as it is illustrated below:



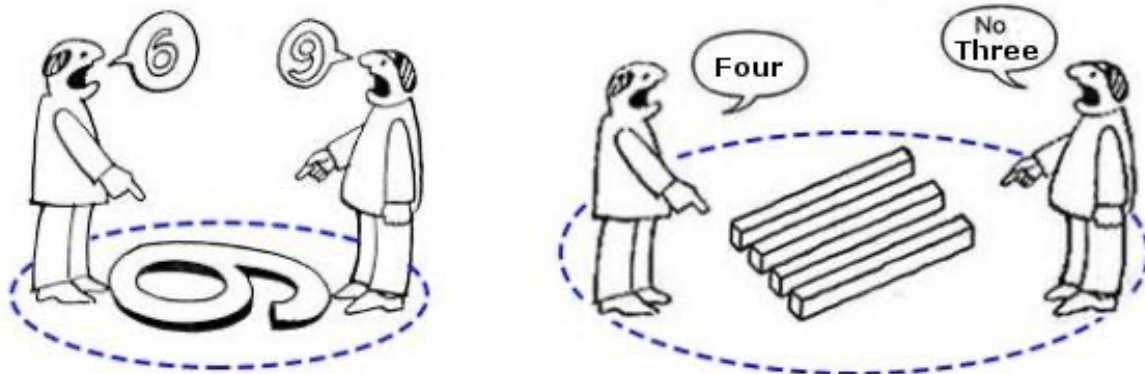
Types of possible conflicts in tutoring:



According to M. Deutsch²⁴ all conflicts are divided into two groups:

1. **Constructive (positive) conflicts** - they arise due to divergent views on solving certain problems, do not affect personal relationships and contribute to increased efficiency.
2. **Destructive (negative) conflicts** - contribute to a decrease in efficiency, stress and personal dissatisfaction of the participants.

Exercise: Try to think whether illustrated conflicts are constructive or destructive.



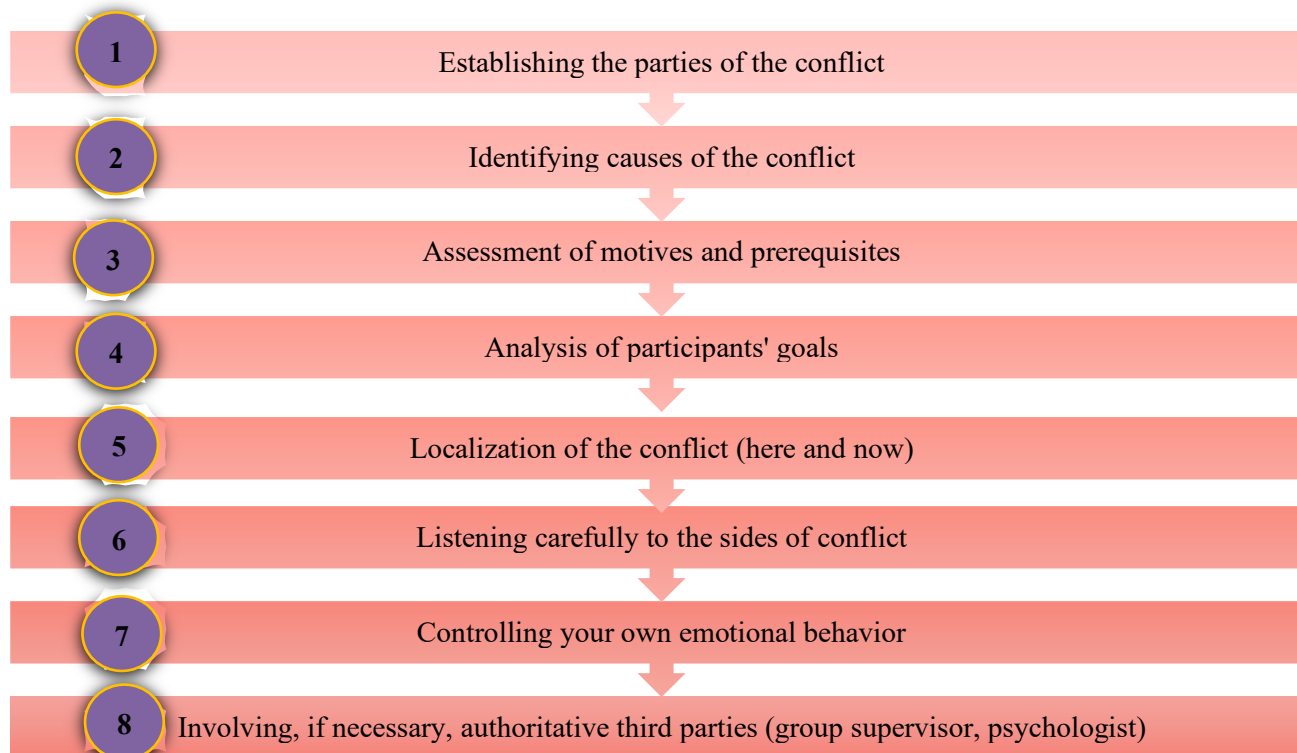
Think about the situations in the tutor-tutee interaction that can provoke destructive conflicts and try to find the ways of their preventing.

Anyhow, conflict signals that something is going wrong, and action needs to be taken.

²⁴ Deutsch, M. (1973). *The Resolution of Conflict: Constructive and Destructive Processes*. Yale University Press, 420 p.

Conflict management is a process that helps to timely identify signs of increasing conflicts and promptly resolve them in order to reduce tensions and minimize contradictions.

Step-by-step conflict analysis should include:



Conflict management and problem solving strategies include the following activities:

<i>Activities</i>	<i>Content</i>	<i>What should the tutor do?</i>
Forecasting a conflict	Identifying the causes of the conflict in its potential development	The tutor regularly diagnoses weaknesses in interpersonal or group relationships that can become conflict generators in communication
Conflict prevention	Activities aimed at preventing the occurrence of conflict basing on its forecasting	The tutor should provide regular concern about tutees and promotes the formation of a high tutoring culture; if necessary, uses a forced form of conflict prevention basing on the received information about the causes of an emerging unwanted conflict, takes active measures to neutralize it
Conflict settlement	Activities aimed at weakening and limiting the conflict, ensuring its development towards resolution	The tutor's activities in the field of conflict settlement include choosing a method for resolving it: <i>authority and power; competition; evasion; compromise; cooperation</i>
Conflict resolution	Ending conflict interaction	This is a joint activity of the tutor and the tutee aimed at stopping opposition and solving the problem

Conflict Resolution (Thomas-Kilmann Model)

In the theory of conflict management there are a lot of effective tools for conflict resolution. One of the powerful instruments is the Thomas and Kilmann's Conflict Model²⁵. This model is built on the base of conducted research on the ways of resolving interpersonal conflicts. As a result, 2 approaches and 5 main strategies of conflict resolution were suggested. The first approach is the assertive behavior in resolving the conflict while the second one is the cooperative approach.

Although different people respond differently in conflict situation it is possible to identify the following strategies in conflict management as it is shown on the picture. These 5 strategies sometimes are called by animals' names on the analogy of their behavior (turtle, teddy bear, fox, owl and shark).



Competition is a desire to achieve the satisfaction of one's interests to the detriment of others.

Accommodation means, in the contrary to competition, sacrificing one's own interests for the sake of others.

Compromise refers to the neutral option when both sides of the conflict lose something and win something.

Avoidance is characterized by both the lack of desire for cooperation and the lack of a tendency to achieve one's own goals.

Cooperation occurs when the participants of the conflict situation come to a consensus and fully satisfies the interests of both parties.

²⁵ The Thomas Kilmann Conflict Model <https://managementweekly.org/thomas-kilmann-conflict-resolution-model/>

?

And what is your strategy in the conflict resolution? Try to think about it.

It is important to understand the mentioned above model for effective tutoring. Thus, according to Thomas and Kilmann's Conflict Model, in the case of avoiding the conflict, none of the conflict sides will succeed. With such strategies as competition, accommodation and compromise, two options are possible: either one of the participants wins and the other loses, or both lose because they make concessions to each other. Only such strategy as cooperation brings benefits to both sides of conflict as it is based on the "win-win" principle.

4 techniques for managing emotional state of the tutor and helping in the conflict prevention

1 Technique 1. Expressing your feelings

Instruction:

- **Detail your feelings as accurately as possible** (for example, "I got angry at others").
- **Determine their reason** (for example, "My anger usually comes from the feeling that they didn't listen to me, even though I was right").
- **Tie to the situation** (for example, "It annoys me that now I have to correct mistakes").
- **Acknowledge your responsibility** (for example, "I felt angry after I found out about the situation with errors, but at the same time no one wanted to make me angry with these errors").
- **Take responsibility** (for example, "I felt angry when I found out about the mistakes, but I understand that no one was trying to make me angry with these mistakes").

2

Technique 2. "I" statements

1. Describe the situation and its impact on you	"You start to raise your voice"
2. Express your feelings and interests	"It makes me uncomfortable and embarrasses me."
3. State the consequences for both of you	"If this continues, we will end up screaming"
4. Conclude with a conclusion or suggestion.	"I propose to make a mutual commitment to refrain from emotional pressure."

3

Techniques 3. Breathing control

Instruction:

In a situation of irritation or anger, when we forget to exhale normally, try to do the following actions:

- take a deep breath;

- hold your breath for as long as you can;
- take a few deep breaths;
- hold your breath again.

4 Technique 4. Self-approval (self-forgiveness)

Instruction:

- People often do not receive positive assessment of their behavior from others. Therefore, it is important to encourage yourself.
- In case of even minor successes, it is advisable to praise yourself, mentally saying: “Well done!”, “Clever girl (boy)!”, “Great job!”
- **Find opportunities to praise yourself at least 3-5 times throughout the day.**

Thus, conflict management not only increases the effectiveness of tutoring, but also helps both the tutor and the tutee to build long-term relationships with people around them (other tutors, tutees, lecturers etc.).

4.2. Working with stress and uncertainty

The transition from school to university involves much more independence, responsibility and can be challenging and stressful for tutees.

Stress is a state of psychological and physical tension of a person in response to external influences: emotional factors, difficult situations, monotonous activities.

The group of mental causes of stress includes:

- 1. Uncertainty. Our whole life consists of uncertainty.
- 2. Psycho-emotional tension caused by increased workload and novelty of the situation.
- 3. Educational activities associated with increased responsibility.
- 4. Difficult family relationships.
- 5. Conflicts, communication problems, intractable problems, dysfunctional social relationships in an academic group.
- 6. Unfulfilled needs, low self-esteem, perfectionism.
- 7. Change of place of residence, accommodation in a hostel.
- 8. Information overload.
- 9. Lack of sufficient rest

How can a tutor recognize stress?

Symptoms of chronic stress are the following:

Psychological symptoms of stress	Physiological symptoms of stress
Increased anxiety	Headaches
Irritability	Muscle tension (pain in the body)
Reduced working capacity	Insomnia
Depression, apathy	Excessive hunger or overeating
Distractedness, deterioration of memory and ability to concentrate, slowing down the pace of mental processes	Rapid heartbeat
Chronic fatigue	Increased pressure
Pessimism is the desire to distance oneself from the social environment	Increase in blood glucose level

The consequences of long-term stress are depression and somatic diseases.

What is stress tolerance?

Stress resistance is the ability of an individual to withstand stressful situations, adapt when exposed to strong stressful influences and effectively cope with their responsibilities under stress.

One of the most important factors in acquiring stress resistance is social support. The social support that tutor provide to the tutee includes informational, emotional and practical support.

How can a tutor effectively cope with stress and uncertainty and what should one teach tutees?

1

Accept uncertainty as a natural part of our lives

It's okay if you don't know something. A decision made in conditions of uncertainty helps us to live

2

Learn to see miracles in small things, in every day

It can be anything that can bring positivity to your day: a sunny morning, meeting with friends, an interesting book, a fascinating movie (remember and keep these moments in your diary)

3

Minimize negative emotions

Don't get stuck on emotions. Analyze the situation. Learn from it and use the

4

Be open to new experiences

Expand your knowledge and interests. Be open to new ideas, perspectives and experiences

5

Don't be afraid to make mistakes

Change your attitude towards mistakes; without mistakes there is no progress and

6

Don't expect immediate results

Impatience is a reluctance to learn. Calmness, conscious perception, readiness for change are the keys to success

4 techniques that relieve tension in the body

1 *Technique 1. "Shake of stress"*

Instruction:

- Stand up and lift your leg.
- Actively shake it, as if something is stuck to the sole.
- At the same time, try to relax this leg.
- Now shake the other one in the same way.
- And then - hands in turn.
- At the same time, find that you are destroying all the negativity that has accumulated.
- Repeat the exercise several times.

[Here](#) you can watch a video instruction for performing the exercise.

2 *Technique that distract from the anxious thoughts*

Add seven to zero as long as you can (or any other interval): zero, seven, fourteen, twenty-one, twenty-eight...

3 *Technique "Pebble"*

Instruction:

- Clench your fists as if they were two small stones. Hold them like this for 7-10 seconds.
- Then let them rest for 15-20 seconds.
- Now tense your body as if you were a big stone.
- Relax after a few seconds. Check if some muscles remain tense. If so, work with them separately.
- And at the end relax. Try to feel how a wave of relaxation spreads throughout your body.

4 *Techniques "Walk in a circle"*

Instruction:

If you feel that you cannot help yourself, try walking in a circle for a few minutes. At the same time, repeat a soothing mantra, for example: *"I'm home, I'm here, I exist, I live, I'm safe, I'll make it."*

You can create your own mantra that will please your heart. Keep walking until you feel inner peace.

4.3. *Mental health and tutor's self-care*

Mental health, "is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, study and work well, and contribute to their society."²⁶

²⁶ Mental health. WHO. URL: <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

A tutor's mental health is a resilience that needs support, because mental health, along with physical health, allows a tutor to cope with life's stresses, maintain emotional balance, and find joy in everyday life.










Markers of a mentally healthy person:

- open to learning and self-development;
- enjoys life;
- strives to solve problems of social importance, knows how to attract the attention of others to them;
- easily adapts to the social environment and its changes;
- makes independent decisions.
- understands his emotional states and manages them

What does mental health depend on?

Mental health depends on physical condition, psyche, social environment, etc.

How to take care of your mental health as a tutor?

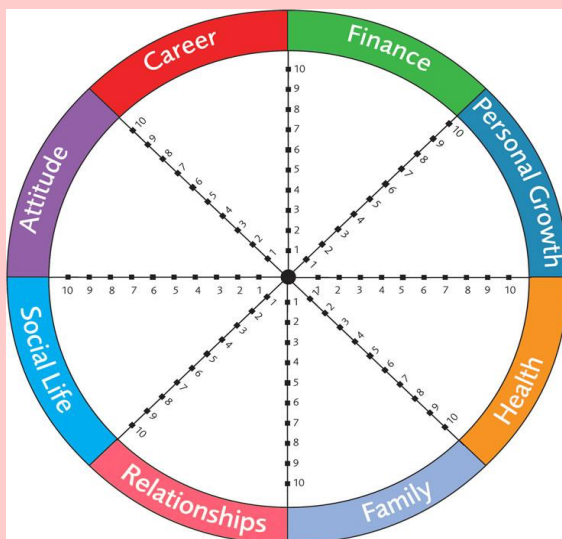
	Plan your daily routine clearly. Planning will help you get everything done and feel comfortable
	Structure and fill your day with activities. Switch: keep something nearby that will remind you of "normal life" (photo, keychain, souvenir), dance, draw, do anything that brings pleasure to the process
	Maintain news hygiene. Determine for yourself 10-15 main sources and view only them.
	Remember about regular physical activity. Aerobic and anaerobic physical activity reduces anxiety and stress.
	Create silence. Allow yourself at least 10-15 minutes a day to be in silence and alone with yourself.
	Take care of yourself. Normalize the quality of your sleep; a well-rested brain works much more efficiently. Eat right.
	Smile and laugh. These emotions will help burn excess stress hormones.
	Help others. Avoid loneliness. Support those who need your help.
	Your work matters a lot. Don't forget the positive impact your work has on others, as well as the personal value it represents to you.

4 techniques that supporting the tutor's mental health

1

Technique 1. "Wheel of Life Balance"

The "Wheel of Life Balance" exercise will help you assess the level of satisfaction and fulfillment in various important areas of your life.



Instruction:

1. Determine the level of satisfaction in each indicated area of the wheel on a scale from 0 to 10, where 0 is not satisfied and 10 is completely satisfied.
2. Once you've filled everything out, see which areas need more time. Highlight them with a different color.

- Health.** How do I measure my energy level? Am I getting enough sleep each night? Am I satisfied with my diet and physical activity?
- Family.** How do I spend time with my family? How effectively do I communicate with my family members?
- Relations.** Am I satisfied with the quality of my relationship?
- Social life (leisure).** Do I have enough time and opportunities for entertainment?
- Attitude.** Am I satisfied with my attitude towards life and my responsibilities?
- Career.** Am I satisfied with my current job?
- Finances.** Am I satisfied with my current financial situation?
- Personal development.** How actively do I work on my personal development? How well do I know myself?

There are no right or wrong answers, and you have the option to customize the categories to be more suitable for you, as well as replace some of them.

- Use the data from the wheel to identify and set your key personal goals.
- Formulate an action plan for each area and record it on paper.
- Set deadlines for when you plan to complete these tasks.

By doing this exercise regularly, you will be able to maintain balance in all areas of your life.

[Here](#) you can watch the video how to create your own template²⁷.

Don't forget your needs and take care of yourself!

2 Technique 2. Search for colors around

When anxiety has left no space in your head for other thoughts to switch, find something around you with that colors.

Green

Red

Blue

Yellow

White

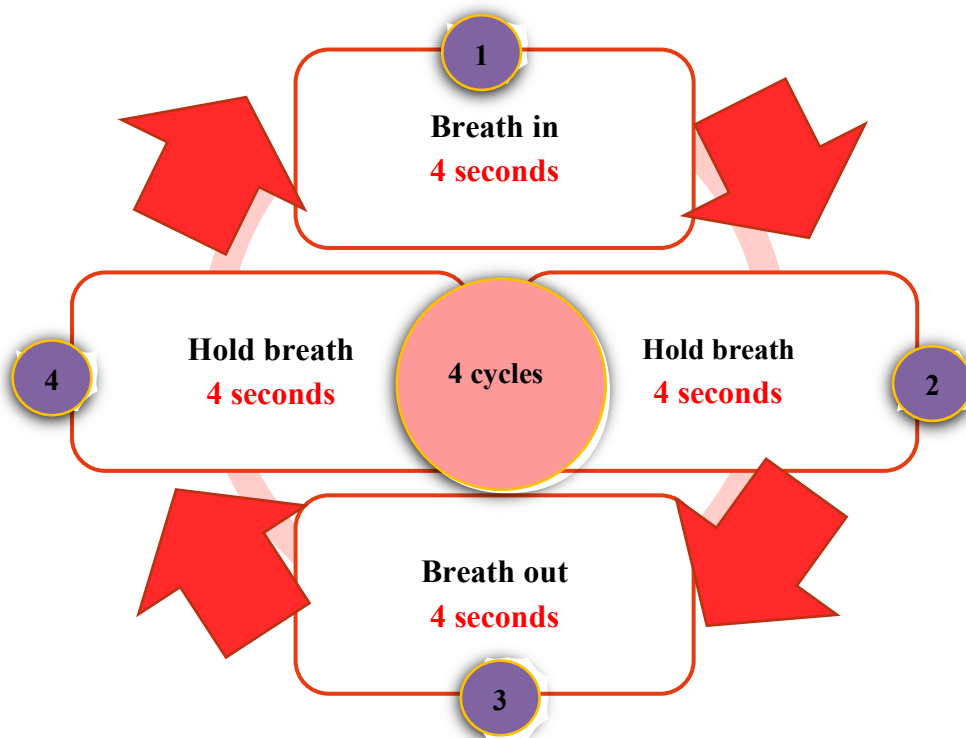
3 Technique 3. Four square breathing technique for grounding and self-regulation (also known as box breathing, 4×4 breathing, and 4-part breath)

Tune in to breathing using the “square” method. If possible, sit comfortably in a chair, supporting your back. Both feet should be on the floor. Feel how the chair and floor support you.

You can imagine multiple levels of support: the chair below you, the floor below the chair, the foundation of the building below the floor, and the ground below the building.

Alternatively, you can take a meditative pose or even lie down. The key is to keep your body in an open position, allowing your breath to circulate freely.

The scheme of *the Box breathing technique* is illustrated on the picture:



²⁷ Coaching wheels. URL: <https://coachingwheels.com/>

Instruction:

- Start by slowly breathing out all the air.
- Then breath in gently through your nose, slowly counting to 4 (4 seconds).
- Pause at the top of your inhalation and hold breath for 4 seconds.
- After this, gently breath out exhale through your mouth, counting to 4 (4 seconds).
- At the end of the exhalation, pause and hold for 4 seconds.

Setting an intention or image.

You may want to set an intention or choose a neutral, positive image to focus on during your breathing exercises. Your intention could be “relaxation” or “restoration” - something that you consider valuable for yourself.

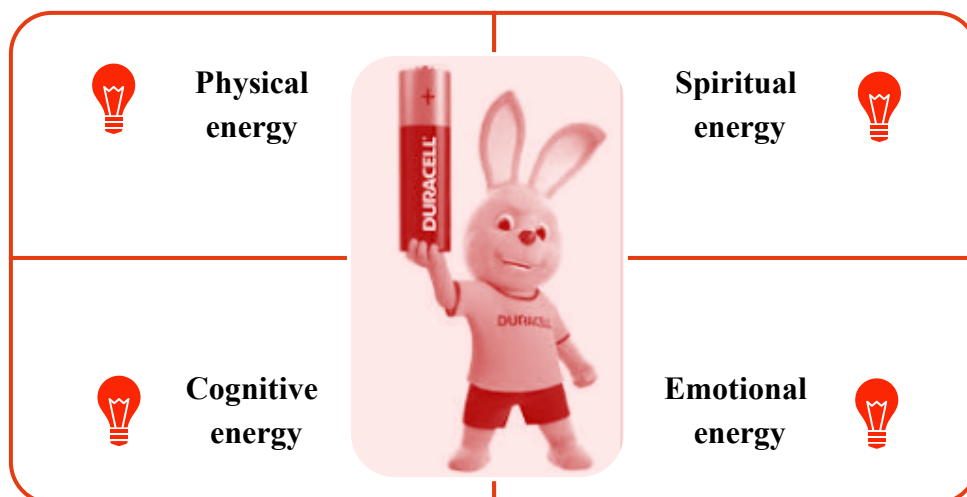
If the image of a square works for you, you can imagine your breath and the pauses/holds between inhalations and exhalations moving around the square image.

4

Technique 4. Recharge your VQ (vitality quotient)

VQ (vitality quotient) is the ability of an individual to use natural energetic potential for improving the quality of everyday working activity.

There are for types of vital energy as it shown on the picture and you have to know how to recharge them as a battery.



Here are the ways of recharging all of your 4 energies. You have to choose 1-2 activities from each list for every day practice to take care of your mental health.

Physical energy is everything that fills our body.

Tips how to recharge your physical energy:

- ☐ sleep;

Spiritual energy is everything that fills us spiritually.

Tips how to recharge your spiritual energy:

- | | |
|--|--|
| <input type="checkbox"/> sport and physical training; | <input type="checkbox"/> youga; |
| <input type="checkbox"/> healthy nutrition; | <input type="checkbox"/> seaching sense; |
| <input type="checkbox"/> shower, bath, massage and spa procedures; | <input type="checkbox"/> meditation; |
| <input type="checkbox"/> walking, etc. | <input type="checkbox"/> breathing techniques; |
| | <input type="checkbox"/> travelling, etc. |

Cognitive energy is everything that develops your knowledge.

Tips how to recharge your cognitive enegy:

- books;
- trainings, courses;
- healthy nutrition;
- positive environment;
- films, podcasts;
- travelling, etc.

Emotional energy is everything that gives us emotions.

Tips how to recharge your emotional enegy:

- family;
- friends;
- hobby;
- tutoring and other social activities;
- interesting job;
- music, conserts;
- films, books;
- travelling, etc.

All that techniques could help the tutor to improve mental health, avoid professional burnout and have enough vital enegy for tutoring as well as for ther important activities.

4.4. Problem reporting

Problem reporting is crucial in tutoring. It helps to identify the main difficulties, gaps and challenges which the tutees face in their study and social life in the university. Knowing about the existing problems it is easier to solve them in time and create supportive learning environment for the tutees.

The main tasks of the problem reporting are:

- to identify existing problems of the tutees and fix them in a special form;
- to analyze the problem and if needed to gather more detailed information;
- to prioritize reported problems basing on their significance and the number of students that have the same problems;
- to find out whether the reported problem could be quickly sold by the tutor or he /she needs to consult with other stakeholders (group curators, phycology service, Tutoring and Mentoring Centre staff, etc.);
- to respond to the reported problems in the most effective way (provide guidance, give explanations, or advice additional resources if necessary);

- to monitor the tutee's progress to ensure that the problem has been resolved;
- to address the problem to other stakeholders if the tutor is not able to help;
- to develop improvement in the tutoring techniques on the base of received feedback from the tutee.

The reporting could be done either in written form or in a Google document. It is useful to work out standardized template of such form in each university. The structure of such reporting could include the following information:

Tutor's name	Tutee's name	Problem description and its priority	Specific details (if needed)	Monitoring the progress in problem solving

Such problem reports could be very useful for the further improvement of tutoring programs. They should be used as cases on the School for tutors at the beginning of the tutoring program. It would be very useful to brainstorm the possible solutions of that problems to find the more effective and ecological way to resolve that problem.

In the case when the identified problems are connected with the tutee's need in the psychological support the tutor should know about the existing services and the levels of its providing.

The social environment and universities, which are an important element of students' life space, have enough opportunities and resources to provide effective psychosocial support. This contributes to the development and formation of their resilience. The organization of such support should take place with the help of a comprehensive model that includes three levels and a referral mechanism. This can be implemented with the help of teachers-curators of academic groups and practical psychologists of universities.



At a basic level, all students enrolled in the university receive psychosocial support from faculty and administration. This includes creating favorable conditions for the development of their resilience, both within the academic group and within the university as a whole.

At the next level, help is intended for students who show more pronounced effects of psychosocial stress at the behavioral level. This support is provided by practical psychologists of institutions of higher education as part of psychocorrective work.

At the third level, psychological help is provided outside the institution of higher education to those students who show a high level of negative psychological consequences of traumatic stress. Working with this group of students goes beyond the professional competences of practical psychologists of educational institutions.

An example of recommendations for reporting the issues discussed in this section:

Problem	Solution
The problem in understanding the source of a specific conflict situation	Make an appointment with a psychologist from the University Psychological Service. A psychologist will help not only identify the source of the conflict, but also help determine the choice of further actions to manage it
The problem in finding the way of the constructive conflict resolution	Refer to a psychologist from the University Psychological Service. A psychologist will help reduce the intensity of negative emotions among conflicting parties; choose the optimal conflict resolution strategy, stop conflict interaction
The problem with having anxiety about uncertainty	Make an appointment with a psychologist at the University Psychological Service/refer tutee to a psychologist. A psychologist will help you work through the negative feelings that are bothering you
The problem with determination of stress stage	Make an appointment with a psychologist at the University Psychological Service / refer tutee to a psychologist. A psychologist will determine the stage of stress, help to find unconscious stress factors, and protect you from serious complications.

Tutors not always know whom to address with the tutee's question Even if they are not qualified to answer it, they are interested to help and support the tutee. And the tutees could receive that support when they really need it

5. Monitoring and evaluation of tutoring program results

5.1. Tutoring evaluation criteria

Tutoring evaluation criteria are a set of standards or measures used to assess the effectiveness of tutoring sessions and the overall impact on tutees' learning.

These criteria help in ensuring the quality of the tutoring process and guiding the process of further improvements. Tutoring evaluation criteria vary depending on the context, the goals of the tutoring program, and the specific needs of the involved tutees. However, there are some common **criteria** that are often considered when assessing the effectiveness of tutoring:

Criteria	Aspects	Description
Knowledge and expertise	<i>Subject matter knowledge</i>	The tutor should have a deep understanding of the subject area in which he / she provides guidance and assistance to the tutee to ensure accurate and comprehensive information
	<i>Expertise in using teaching and learning methods</i>	Tutors should be familiar with effective teaching methods and the ways of adapting them to a tutee's needs and different learning styles
	<i>Certification in tutoring program</i>	Previous experience of being a tutee and/or relevant certification after finishing special tutor's training provides needed expertise of the tutor
Communication skills	<i>Clarity</i>	The tutor should be able to explain complex concepts in a clear and understandable manner, ensuring that tutees grasp the material
	<i>Active listening</i>	Tutors should listen attentively to tutees' questions and concerns to provide targeted assistance, foster open communication and understanding
Preparation	<i>Session planning</i>	Effective tutors should plan their sessions in advance, ensuring they cover relevant topics and use appropriate guidance materials and tools
	<i>Resource usage</i>	Tutors should be able to use various resources, such as textbooks, online materials, or interactive tools to enhance tutee's learning experience
Adaptability	<i>Flexibility</i>	Tutors should be adaptable and able to modify their teaching strategies based on the individual needs and progress of each tutor
	<i>Problem-solving</i>	Effective tutors can identify and address challenges that tutees face, adjusting their methods accordingly
Engagement and motivation	<i>Creating interest</i>	Tutors should try to make the subject matter interesting and relevant, engaging tutees in the learning process and social student life

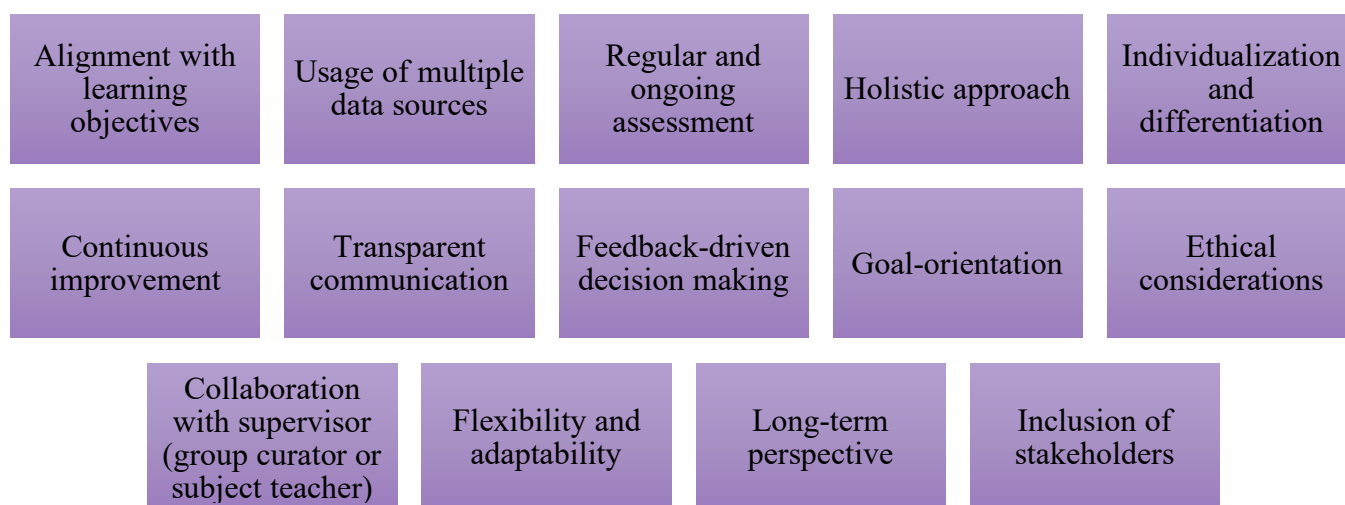
Criteria	Aspects	Description
	<i>Motivational strategies</i>	Encouraging and motivating tutees is crucial for sustained interest and success
Assessment and feedback	<i>Regular assessment</i>	Tutors should provide regular assessment of tutees' engagement and achieved results to identify the areas needing improvement
	<i>Constructive feedback</i>	Providing constructive feedback helps tutees understand their strengths and weaknesses and guides them toward improvement
	<i>Student Satisfaction</i>	Gather feedback from students about their overall satisfaction with the tutoring experience
	<i>Benchmark achievement</i>	Evaluate whether tutees are meeting established benchmarks or learning objectives
	<i>Perceived impact</i>	Understand how students perceive the impact of tutoring on their learning and academic confidence
Time management	<i>Efficient use of time</i>	Tutors should use their time effectively during sessions, covering key concepts without rushing or wasting time
	<i>Reliability</i>	Tutors should be punctual and reliable, respecting the scheduled session times
Inter-personal skills	<i>Empathy</i>	Tutors should understand and empathize with the challenges tutees face, creating a supportive and positive learning environment
	<i>Patience</i>	Patience is essential when working with tutees who may struggle with certain concepts
Progress monitoring	<i>Goal setting</i>	Collaboratively setting and revising learning goals helps both the tutor and the tutee stay focused on the desired outcomes
	<i>Tracking progress</i>	Tutors should monitor tutees' progress over time, adjusting their approach as necessary to facilitate continuous improvement
	<i>Parental satisfaction</i>	Assess the level of satisfaction and perceived benefits reported by parents or guardians
Cultural competence	<i>Cultural sensitivity</i>	Assess whether tutors demonstrate cultural sensitivity and awareness in their interactions with tutees from diverse backgrounds

These criteria collectively contribute to the effectiveness of tutoring programs, ensuring that tutees receive the support they need to succeed academically and smoothly adopt to new academic environment. It's important to note that the specific evaluation criteria may vary based on the educational level, subject matter, and the goals of the tutoring program. Regular feedback from both tutees and any involved stakeholders can provide valuable insights into the effectiveness of the tutoring program and help improve it.

5.2. Monitoring tutoring results

Monitoring tutoring results involves adhering to key principles to ensure a comprehensive and effective assessment of the impact of tutoring sessions. These principles help guide the evaluation process and contribute to the ongoing improvement of the tutoring program.

Principles to consider when monitoring tutoring results:



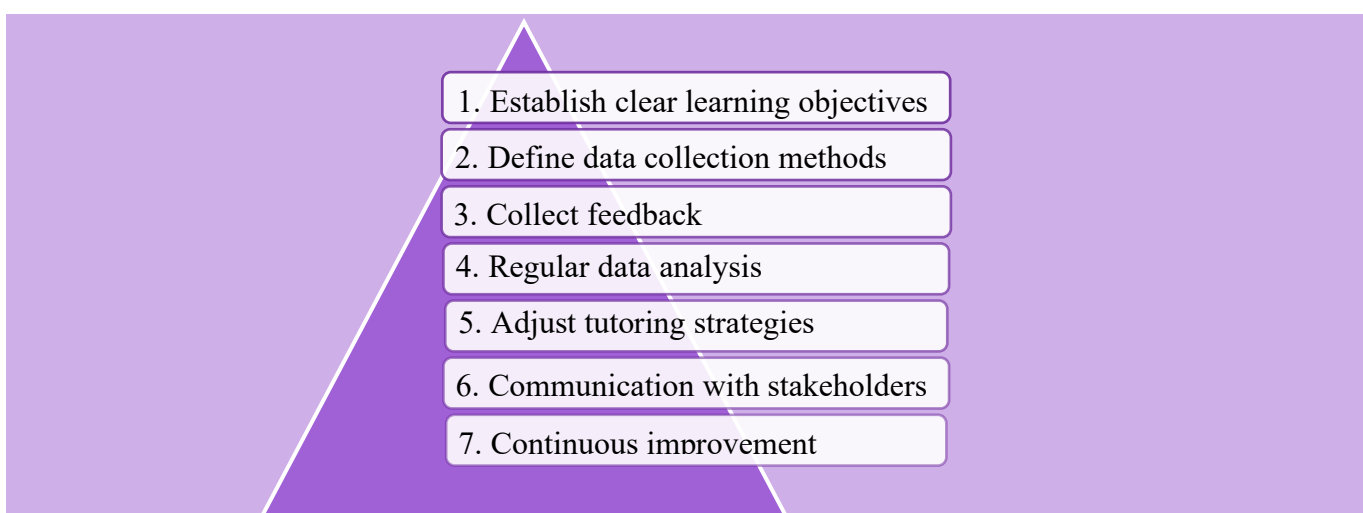
- **Alignment with learning objectives** - ensure that the monitoring process is aligned with the predefined learning objectives of the tutoring program. The evaluation criteria should directly reflect the goals set at the beginning of the program.
- **Usage of multiple data sources** - gather data from various sources, including quantitative data such as attendance records and assessment scores, and qualitative data from feedback surveys and interviews. a combination of data types provides a more comprehensive understanding of the tutoring impact.
- **Regular and ongoing assessment** – implementation of regular and ongoing assessments throughout the tutoring program helps track progress and make real-time adjustments.
- **Holistic approach** – means taking in consideration both academic and non-academic factors. evaluate not only improvements in academic performance but also changes in tutees’ confidence, motivation, and overall engagement in the learning process and students’ life.
- **Individualization and differentiation** - recognize the diversity of tutees’ needs and learning styles. From this prospective the evaluation process should be sensitive to the unique requirements of each tutee.
- **Continuous improvement** – development of a continuous improvement culture though monitoring not only the current effectiveness but also the ongoing adjustments and enhancements to the tutoring program over time.
- **Transparent communication** - foster transparent communication with all stakeholders, including tutees, tutors, representatives of the University Tutoring and Mentoring Centre, supervisors (group curators or subject teachers), etc. Clear communication of the purpose of monitoring, the methods used, and the outcomes should help to build trust and collaboration within tutoring program.

- **Feedback-driven decision making** - prioritize feedback from tutees and tutors, use this feedback to make further decisions about needed adjustments to tutoring strategies, or program structure.
- **Goal-orientation** - keep a strong focus on achieving learning goals, regularly assess whether the tutoring program is effectively contributing to the attainment of these goals and adjust strategies accordingly.
- **Ethical considerations** – conduct monitoring activities with ethical considerations in mind, protect the privacy and confidentiality of tutees’ data, and ensure that monitoring practices align with ethical standards in education.
- **Collaboration with supervisor (group curator or subject teacher)** - establish collaboration between tutors and group curator or subject teachers to maximize the overall impact on tutees’ learning and adaptation to a new academic environment.
- **Flexibility and adaptability** - the tutoring program and its monitoring processes should be flexible and adaptable in response to emerging needs and challenges.
- **Long-term perspective** – provide not only short-term gains but also the sustainability of tutees’ improvements over time tracking their performance after finishing tutoring program and motivating them to become tutors for the first year students in the future.
- **Inclusion of stakeholders** – involvement of relevant stakeholders in the monitoring process including tutees, tutors, representatives of the University Tutoring and Mentoring Centre, supervisors (group curators or subject teachers), etc. could help to gain a comprehensive understanding of the tutoring experience and its outcomes.

By adhering to these principles, educational institutions and tutoring programs can establish a robust and meaningful process for monitoring tutoring results, contributing to the success of the program and the academic advancement of tutees.

Monitoring tutoring results involves a series of steps designed to systematically assess the effectiveness of tutoring sessions.

The main steps in monitoring tutoring results:



- ➔ • **Step 1. Establish clear learning objectives** - define specific, measurable, and achievable learning objectives for the tutoring program. These objectives should align with broader educational goals and the needs of the tutees.
- ➔ • **Step 2. Define data collection methods** - determine the methods for collecting relevant data, including attendance records, assessment scores, and tutees' feedback and provide a systematic approach to gathering both quantitative and qualitative information.
- ➔ • **Step 3. Collect feedback** - gather feedback from tutees and tutors about the tutoring experience. use surveys, interviews, or other feedback mechanisms to understand the strengths and weaknesses of the program.
- ➔ • **Step 4. Regular data analysis** - analyse quantitative data, such as attendance records and assessment scores, as well as evaluate the overall performance of students and the impact of tutoring on their academic progress and engagement into student life.
- ➔ • **Step 5. Adjust tutoring strategies** – basing on data analysis and achieved feedback to make decisions about adjustments in tutoring strategies responsive to student needs.
- ➔ • **Step 6. Communication with stakeholders** - share the results and findings with relevant stakeholders, including tutees, tutors, teachers, and university administrators, foster transparency and collaboration within tutoring programs on a sustainable base.
- ➔ • **Step 7. Continuous improvement** - use the insights gained from data analysis and feedback to continuously improve the tutoring program over time.

By following these steps, educational institutions and tutoring programs can establish a comprehensive process for monitoring tutoring results, ensuring that the program is effective in supporting students' academic success, fostering their adaptability to the new academic environment and increasing engagement in social life.

5.3. Tutor's self-evaluation and identification of development areas

A tutor's self-evaluation is a reflective process through which a tutor assesses his /her own performance, skills, and effectiveness in providing academic assistance to another student who seeks for guidance in adopting to a new educational environment. Basing on the self-evaluation results the tutors examine their strengths and define areas for improvement in accordance with tutees' needs, educational goals and objectives.

The identification of development areas for a tutor involves recognizing specific aspects of their performance or skills that may benefit from improvement or enhancement. This process is crucial for ongoing professional development and ensuring the effective tutoring process.

Key areas for identifying development needs for a tutor:

1. Reflective practice

- *Purposeful reflection* – finding out what worked well during tutoring sessions, what challenges arose, and how interaction with tutees was developed.
- *Critical analysis* – evaluating the effectiveness of tutoring strategies, communication methods, and the overall learning environment.
- *Review of learning objectives* – comparing the results of tutoring activities with the established learning objectives and assessing whether the tutoring sessions align with the intended goals and outcomes.

2. Tutee's engagement and interaction

- *Assess engagement level* – evaluating how well tutees are engaged during sessions, actively participate in it, ask questions, and express understanding.
- *Communication skills* – reflecting on communication effectiveness, including clarity, active listening, and the ability to explain concepts in a way that resonates with tutees.

3. Adaptability and flexibility

- *Adjustment to tutee's needs* – considering how well tutoring strategies were adjusted to meet the individual needs and learning styles of each tutee.
- *Flexibility* – reflecting on the ability to adapt to unexpected challenges or changes in the tutoring environment.

4. Usage of tutoring methods and techniques

- *Tutoring resources utilization* - assessing the effectiveness of using tutoring guidance resources, online materials and technology tools to enhance tutees' learning experience and adaptation process to new educational environment.
- *Tutoring resources renovation* - considering if there are opportunities to introduce new resources or tools to improve tutoring sessions.

5. Assessment and feedback

- *Assessment practice* - reflecting on the effectiveness of using assessment tools and questionnaires for measuring tutee's progress.
- *Feedback provision* - evaluating the quality and timeliness of the feedback provided to tutees focusing on its clarity and constructive nature.
- *Tutee's feedback* - encouraging open communication with tutees to understand their perspectives on the tutoring experience.
- *Peer review* – seeking feedback from peers, other tutors, or supervisors to gain additional perspectives on strengths and areas for improvement.

6. Time management

- *Effective usage of time* - reflecting on time management during tutoring sessions, ensuring that key concepts are covered without rushing or wasting time.
- *Pacing* – considering arrangement of timing in a proper way for maintaining tutee’s engagement and comprehension.
- *Reliability and punctuality* - reflecting on punctuality and reliability of scheduled tutoring sessions.

7. Goal setting and progress monitoring

- *Goal setting* - reflecting on the process of setting learning goals with tutees and analysing whether these goals were attainable and meaningful.
- *Progress monitoring* – assessing the effectiveness of tracking and communicating tutees’ progress toward their goals.

8. Challenges and problem-solving

- *Identification of challenges* - acknowledging any challenges faced during tutoring and finding out whether they are related to content, tutee’s behaviour, or external factors.
- *Problem-solving strategies* - reflecting on strategies employed to address challenges and consider alternative approaches for improvement.

9. Professional development goals and action plan building

- *Identification of tutor’s strengths* – acknowledging and celebrating strengths as a tutor, recognizing areas where positive outcomes were achieved.
- *Identification the areas of further improvement* - identifying specific areas where improvement is needed (communication skills, digital skills, content knowledge, interpersonal skills, cultural awareness which means sensitivity to diverse backgrounds and inclusive tutoring approaches, etc.).
- *Setting development goals* – working out clear and achievable goals for professional development basing on the tutor’s self-evaluation.
- *Action plan building* - outlining specific actions and strategies to address identified development areas, such as attending workshops, seeking mentorship, or engaging in further education

10. Documentation and tutor’s portfolio building

- *Tutor-tutee agreement* - establishing clear expectations *and* strict guidelines for building tutoring relationships including roles and responsibilities both of the tutor and the tutee, goals and objectives of the exact tutoring program, the frequency and duration of tutoring sessions, code of ethics and confidentiality requirements.
- *Report preparation* – summarizing the tutee’s progress, tracking the main results of tutoring sessions, assessing the achieved goals on a regular base.

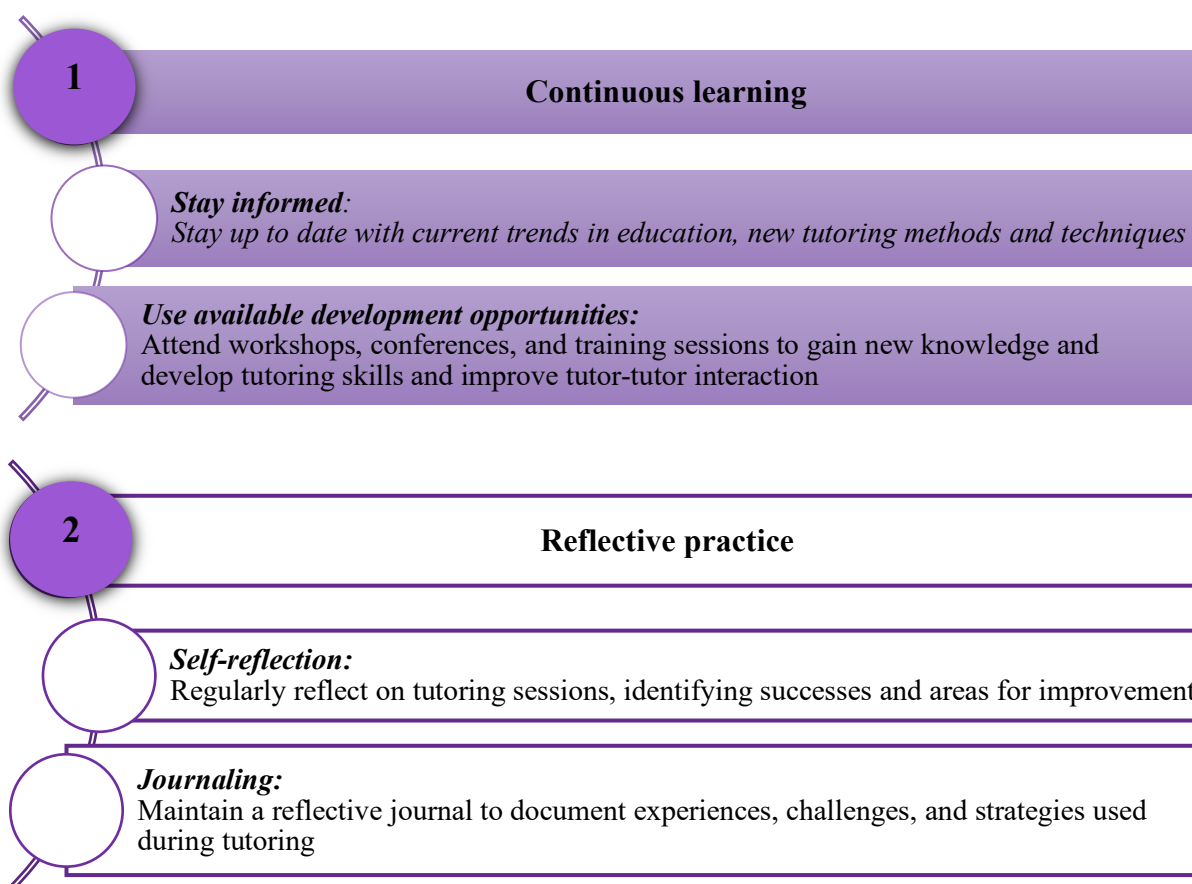
- *Maintain the tutor's portfolio* - keeping a portfolio of achievements, feedback, and self-reflections. Documenting successful tutoring strategies for future reference and experience exchange with other tutors.
- *Regular review of the tutor's portfolio* - scheduling regular reviews of the portfolio to track personal and professional growth over time.

A tutor's self-evaluation is an ongoing process that contributes to professional growth and the continuous improvement of tutoring practices. By regularly engaging in reflective practices and identifying areas for development, tutors can enhance their effectiveness and provide better support to tutees.

5.4. Development of the tutor's professional potential

A tutor's professional potential refers to their capacity for growth, development, and effectiveness in the field of tutoring. It encompasses a range of skills, attributes, and qualities that contribute to the tutor's ability to facilitate learning, support students, and continuously improve their own practice. The development of a tutor's professional potential is a dynamic and ongoing process that involves continuous learning, self-reflection, and intentional efforts to enhance skills and effectiveness.

The guide on how tutors can cultivate their professional potential in tutoring:



3

Goal setting

Identify professional goals: Set clear and measurable professional development goals aligned with personal and career aspirations that could be achieved due tutor's experience

Short-term and long-term goals: Develop both short-term goals for immediate improvement and long-term goals for career advancement

4

Peer collaboration

Peer observations: Engage in peer observations to gain insights into different tutoring styles and techniques

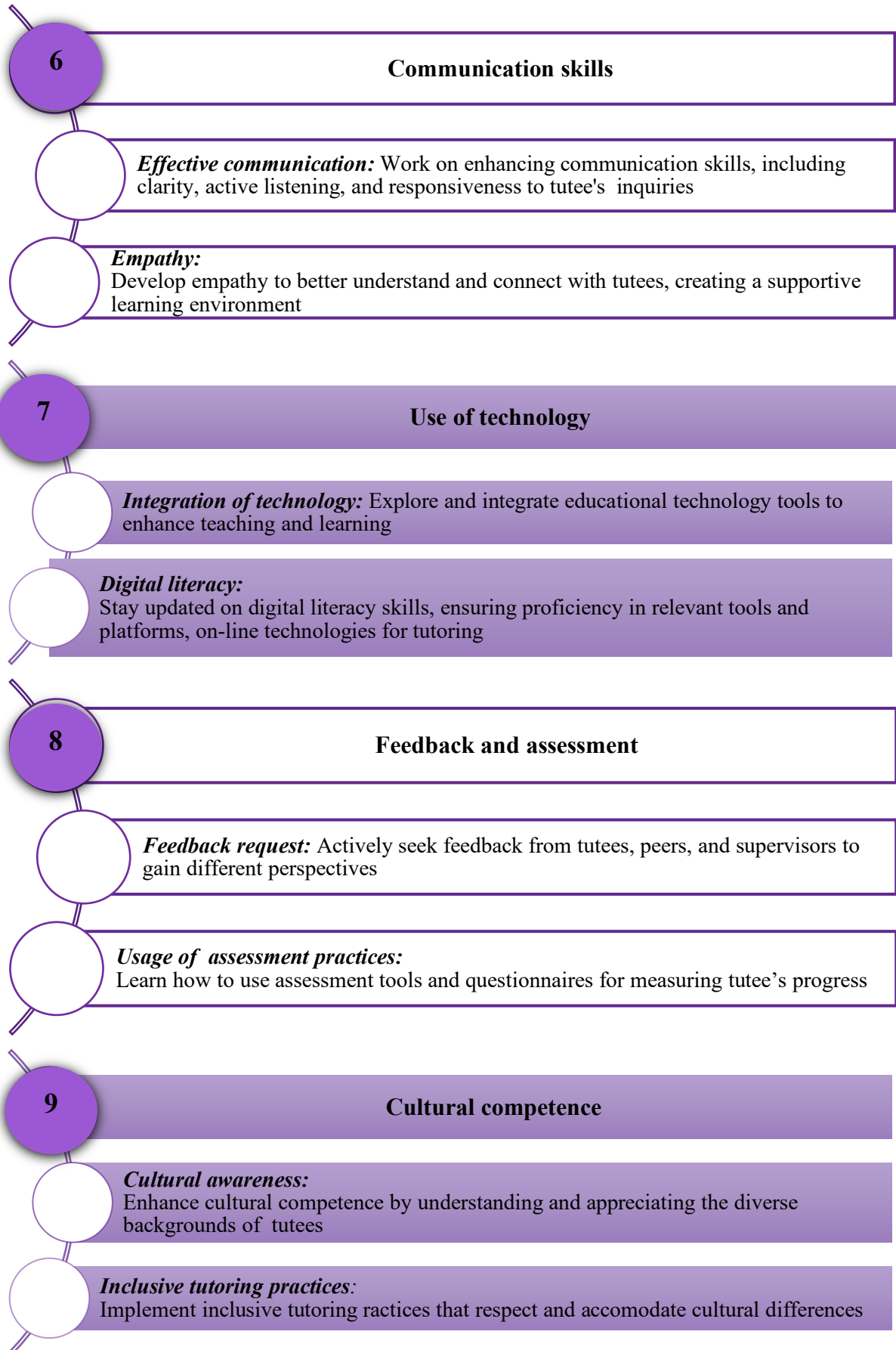
Collaborative learning communities: Participate in/ or establish learning communities with fellow tutors to share experiences and best practices

5

Student-centered approach

Individualized Support: Develop strategies for providing individualized support to meet a variety of tutee's learning needs

Adaptability: Cultivate an adaptive tutoring approach that responds to the unique challenges and strengths of each tutee



10**Professional networking*****Join professional organizations:***

Become a member of tutoring or educational associations to expand professional networks

Networking events:

Attend networking events to connect with other tutors, educators, and professionals in related fields

11**Time management*****Effective time use:***

Develop time management strategies to optimize tutoring sessions and allocate time for planning, reflection, and professional development

Prioritization:

Identify and prioritize tasks to ensure a balanced approach to work responsibilities

12**Leadership skills*****Initiative:***

Take the initiative in proposing and implementing improvements in tutoring programs

Mentorship:

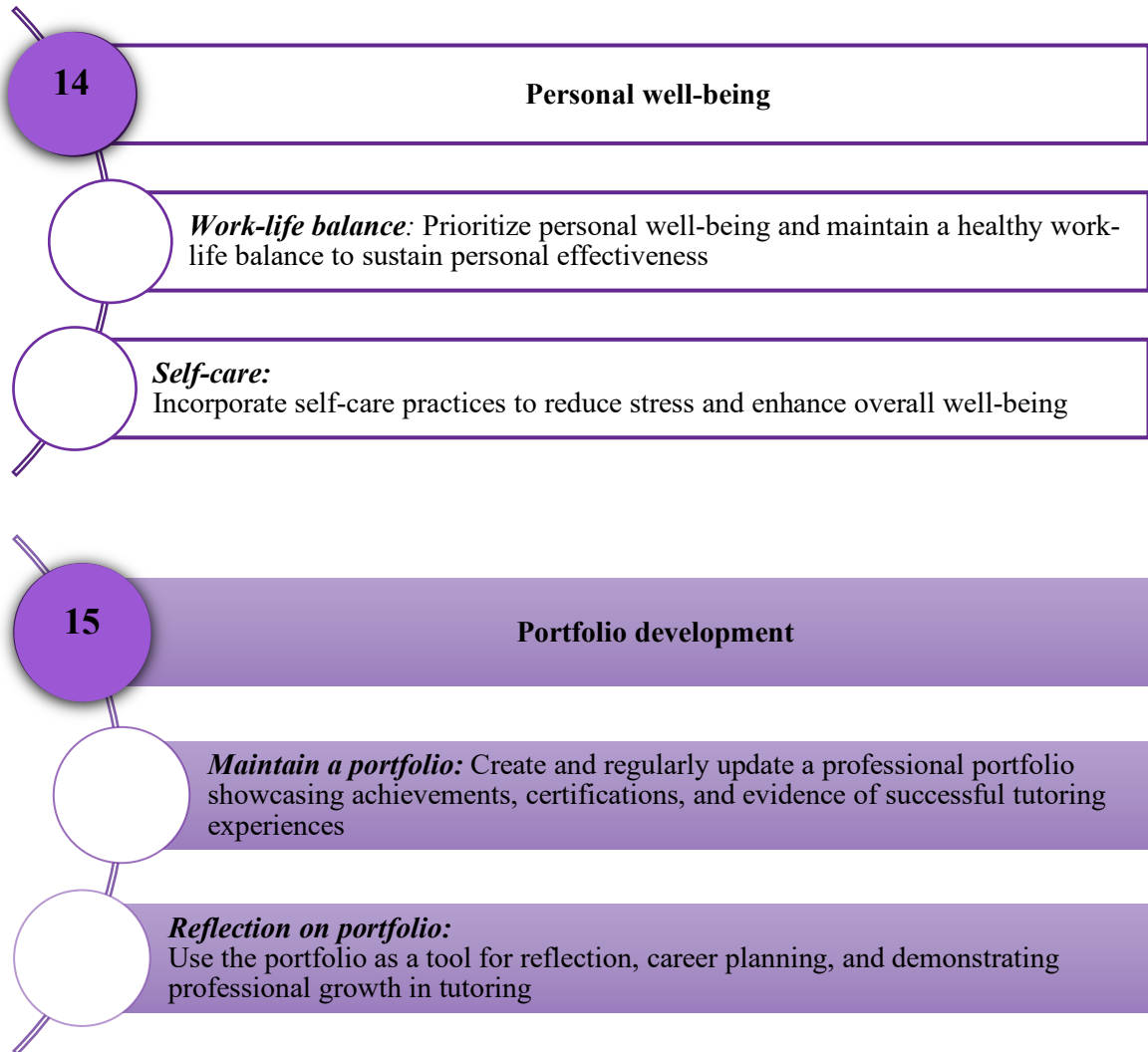
Consider becoming a mentor to new tutors, fostering leadership skills and contributing to the growth of the tutoring community

13**Ethical considerations**

Ethical decision-making: Be conscious of ethical considerations in tutoring, ensuring integrity, confidentiality, and fairness

Ethic code in tutoring:

Follow fundamental principles and ethical code in tutor-tutee relations to provide constructive collaboration, mutual respect and achieving progress in learning process



By proactively implementing these strategies, the tutors can constantly develop their tutoring skills and contribute to the success of tutees and the overall effectiveness of the tutoring program.

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