

# Building Leaders: Enhancing the Professional Development of Advanced Peer Tutors



Association of Colleges for  
Tutoring and Learning  
Assistance (ACTLA)  
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## About the Presenter

- Current **Manager of Tutoring Services** and Program Director of the Emerging Academic and Professional Leaders Program at Ithaca College in Ithaca, NY.
- Higher Education career spans 28 years at 3 institutions;
- Variety of learning assistance positions with responsibility for peer education, training, and supervision in every role.
- Current Doctoral Student in Human Development at the University of Rochester (Working on Comps!)

Why I am a **COMMITTED EDUCATOR**:  
Legacy of Teaching Parents & New Grandchild





The importance of today's session is to prompt participants to be certain that they are addressing current peer tutor needs and aspirations for earlier preparation for their lived experiences after college.

With proper development, peer tutors can enter the world of work with higher order skills that will help them be more marketable and successful.

# Session Goals:

1. To chart the incidental, intellectual and developmental path of why we provide enhanced professional development to our Head Tutors. (25)
2. To share ways in which we prepare our Head Tutors to be leaders now and in their post-collegiate careers. (10)
2. To share the best practices and benefits of our professional development/leadership model of engagement for Head Tutors (5)
3. To discuss in groups (and report out) your strategies and best practices for preparing your peer tutors for the professional world. (10)

**Feel free to ask questions at any time!**



# Charting the Path: The Early Years

## A Major Triggering Incident

- ✓ Geiger (2015) compares the financial fall-out in higher education during 2008 and 2009 to the **Great Depression**, citing an **urgent need for colleges and universities to cut costs**.



# Charting the Path: The Early Years

## It was as if a House fell on a Loved One





“Colleges and universities face several daunting challenges up ahead. And it looks like the world of higher education may need to **shrink** to survive.”

*Retrieved July 2014 from <http://fortune.com/2014/07/17/higher-education-job-decline/>*

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- ✓ In some cases “**shrinking**” meant fewer staff positions, and increasing reliance on undergraduate and graduate student labor.
  - ✓ At Ithaca College, our challenge was to develop peer tutors into coherent, effective emerging professionals.

# Charting the Path: The Early Years

## We were forced to find solutions







By 2014, as the sole professional staff person in Tutoring Services – **down one professional staff role** – I had to develop a professional working team of dedicated peer tutors to help me get the job done.



**Hakuna Matata!!!**

**NO MORE TEARS!!!**

**How Ithaca College turned a  
daunting incident into an amazing  
opportunity!**





## At least Six Things to Consider when preparing Head Tutors for Professional Leadership:

- Student Development Theory
- Theories of Work and Motivation
- Population Characteristics and Culture (Generation Y & Z)
- Identification of Key Tasks for Head Tutors to Undertake
- Development and Implementation of a Training, Supervisory and Mentoring Strategy
- Implementation, Ongoing Assessment and Evaluation

# Arthur Chickering: 7 Areas of Student Development

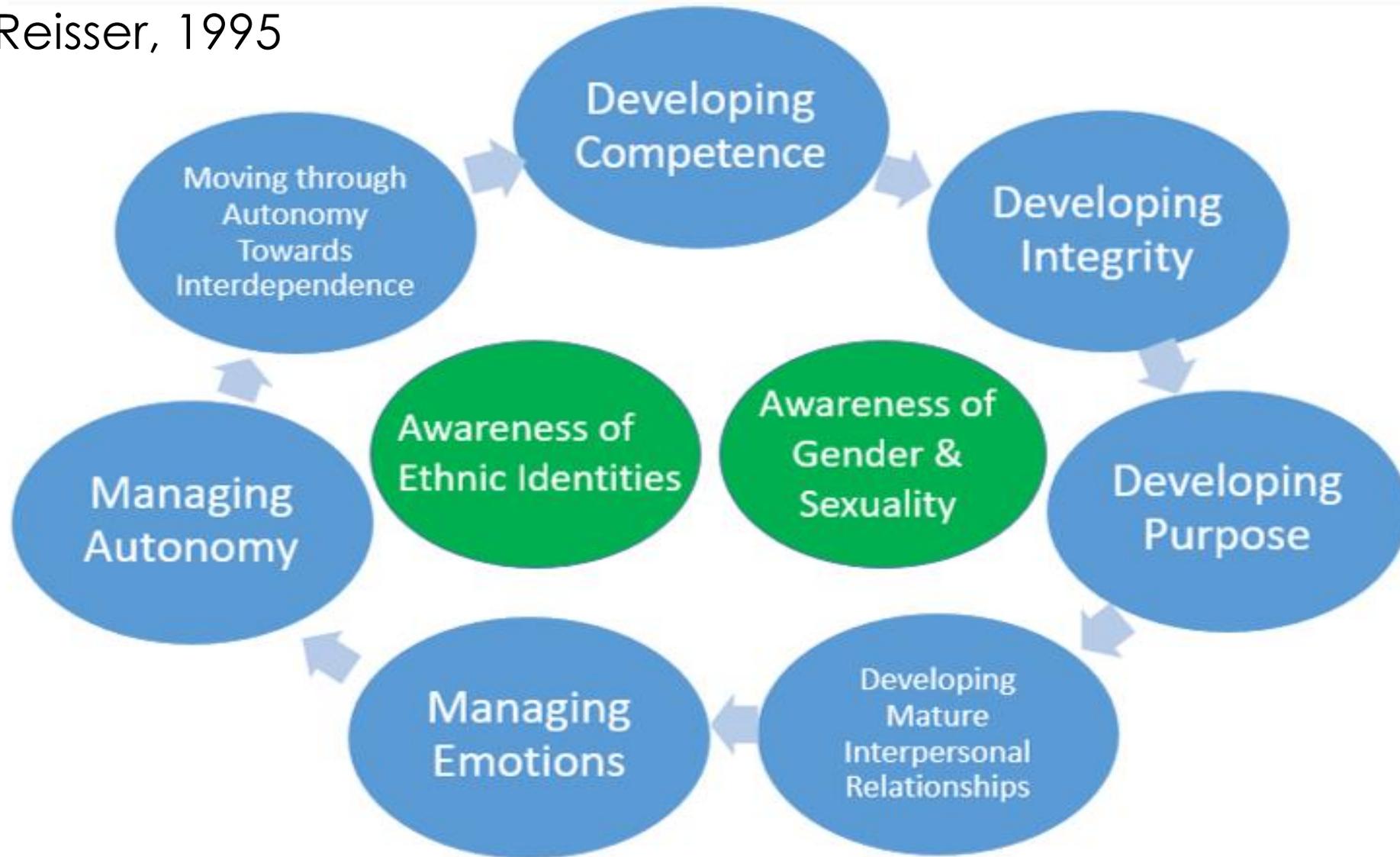


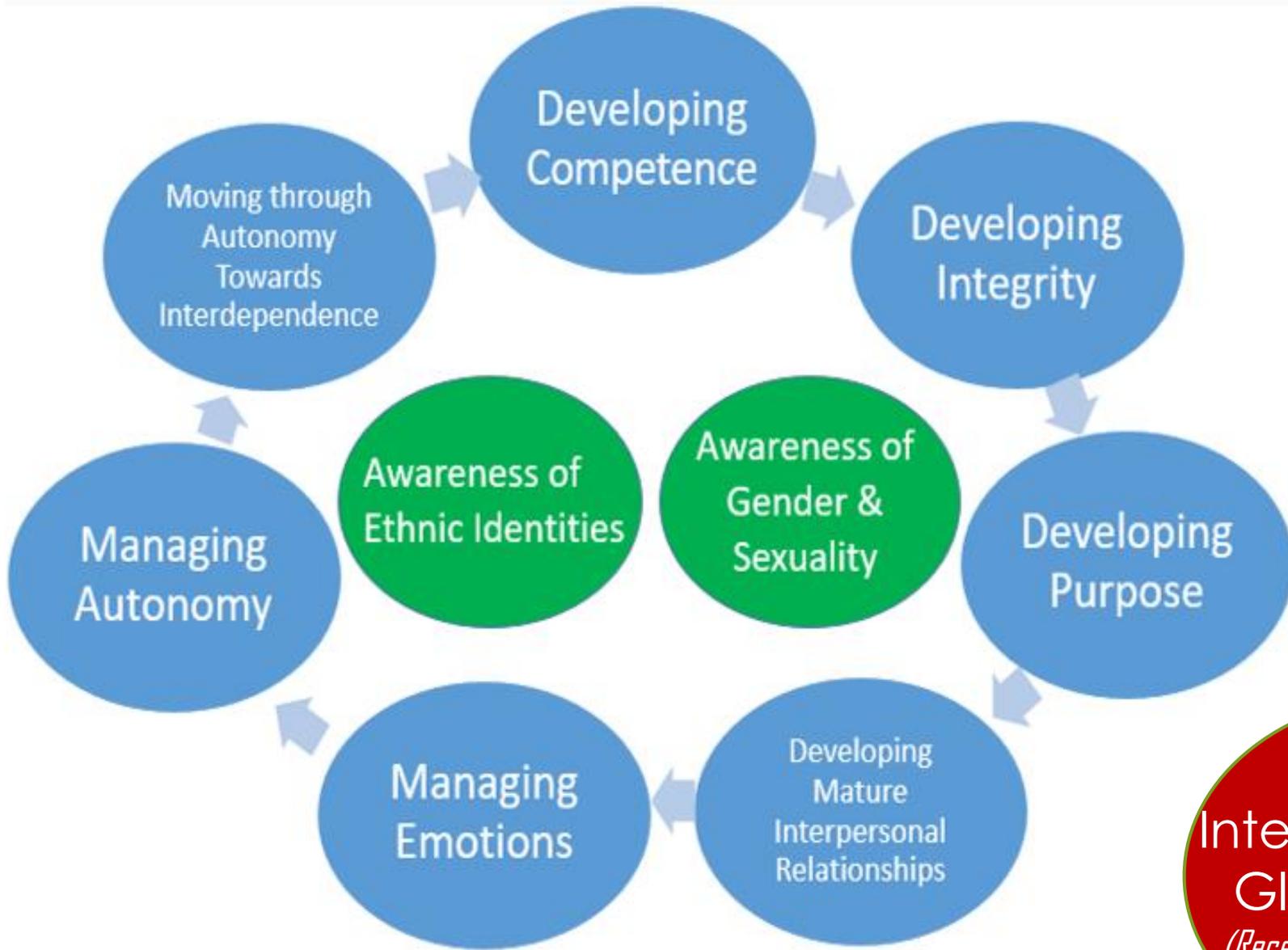
Arthur Chickering, 1969

Chickering & Reisser, 1993



Reisser, 1995



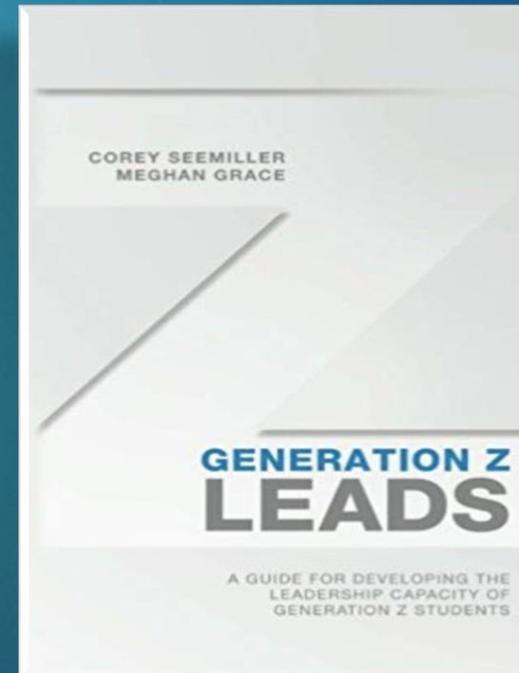
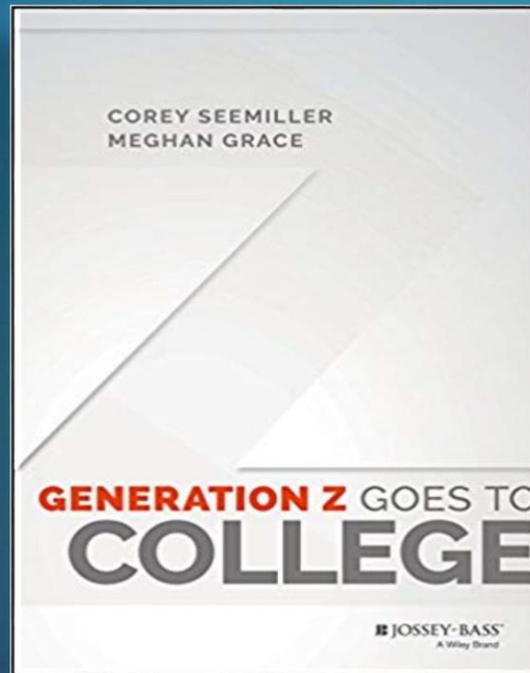


Developing Responsible use of Technology and Social Media

Managing Issues of Human Difference  
*(e.g. Diversity and Inclusion)*

Managing Interpersonal and Global Trauma  
*(Recession, Terrorism, Violence, Volatility, and Complexity)*

# Characteristics of Generation Z: Today's College Students



Seemiller, C., & Grace, M. (2016). *Generation Z goes to college*. John Wiley & Sons.  
Seemiller, C., & Grace, M. (2018). *Generation Z leads*. John Wiley & Sons

## Millennials and Generation Y

Spent money boldly

Not opposed to, but questioned compulsory authority

Self reliant and autonomous, sometimes to their detriment

Values rewards that offer more autonomy and freedom

Worried about their status on social media

## Generation Z

Financially savvy savers

Wants high-intensity relationships w/authority figures and coworkers

Wants guidance on how to achieve goals

Values frequent rewards to meet changing work expectations

Worried about the economy and state of the world

# McGregor's Theory of Motivation & Management (1960)



## Theory X

### Attitude

We generally dislike work, find it boring, and will avoid it if we can.

### Direction

We must be forced or coerced to put forth the appropriate effort.

### Responsibility

We would rather be directed than accept any responsibility.

### Motivation

We are motivated by money and fears about job security.

## Theory Y

### Attitude

We need work and we are interested in it. Under the right conditions, we enjoy work.

### Direction

We are self-directed and we will develop our own appropriate goals.

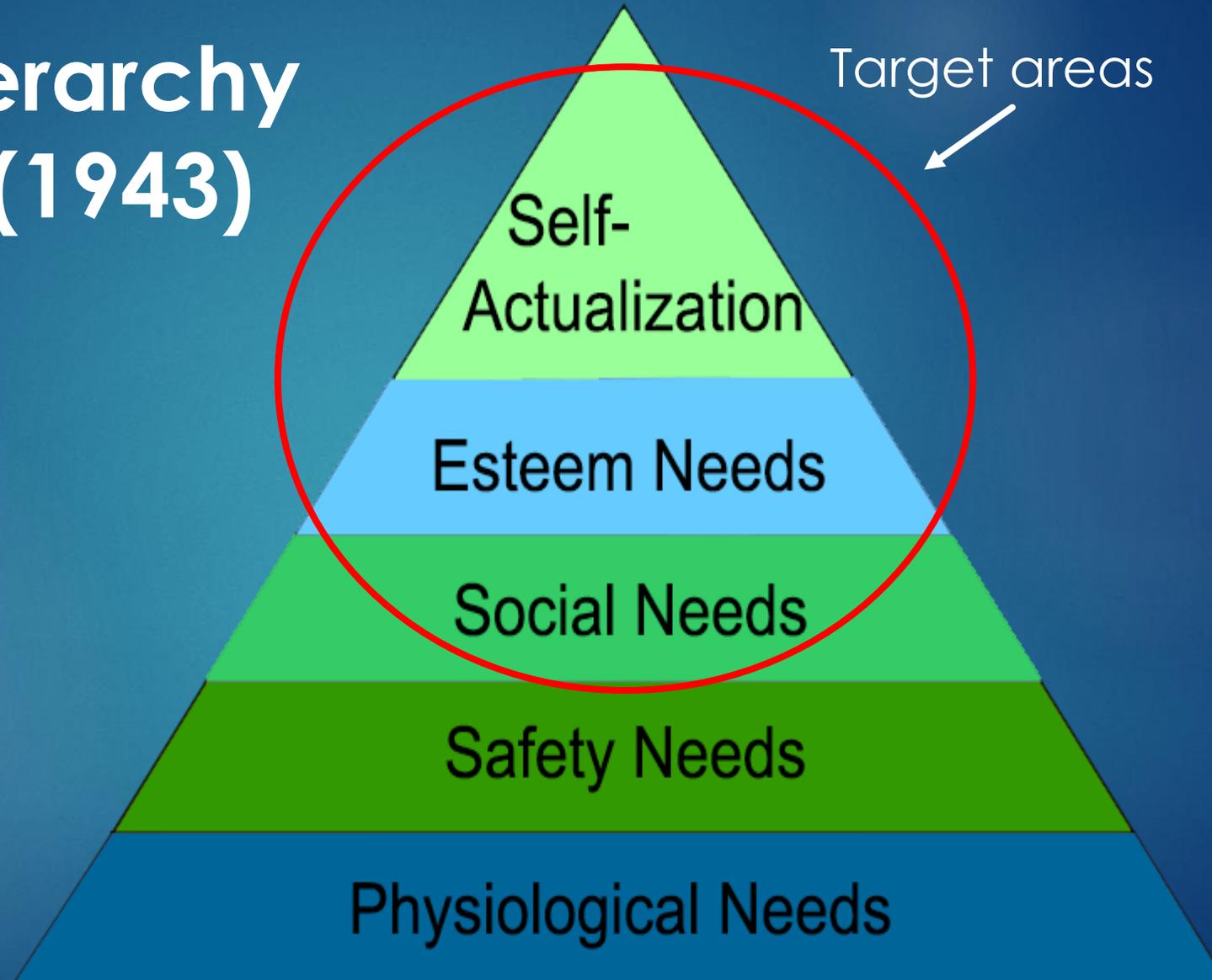
### Responsibility

Under the right conditions, we will seek and accept responsibility.

### Motivation

Under the right conditions, we are motivated and want to fulfill our potential.

# Maslow Hierarchy of Needs (1943)



# Maslow (1973) and Ouchi (1981) Theory of Management

## THEORY Z

### Management

- Promotes stable employment, high productivity, and high employee morale and satisfaction.
- Focus on increasing employee loyalty and longevity by focusing on employee well-being at work and elsewhere (they are students, too!)

### Employee

- Desires happy and close working relationships with their supervisors and co-workers.
- Want to be trusted to do their jobs with the utmost ability as long as employer looks out for their well-being.

## This is what HEAD TUTORS wanted:

**Wanted greater purpose.** They were concerned about student success because of their own lived experiences. They wanted more input on recruiting, interviewing, hiring, orienting, training, and evaluation of peer tutors.

**Wanted mentoring as well as supervision.** Wanted to shadow and observe what I do as manager. Wanted me to be their “go-to” for their issues and concerns. They wanted feedback and critique.

**Passionate about competence with work and ownership of their work.** Wanted guidance and recognition, and then they wanted to be trusted to get the work done without “riding” them.

## This is what HEAD TUTORS wanted:

**Conscious of Budget.** Upon learning of budgetary concerns on campus, they were willing to take less pay to ensure that there were enough funds for tutoring. (Did not act on this).

**Wanted identity and respect.** They wanted branded items and other paraphernalia, and they wanted peer tutors to take direction from them so they could learn supervision.

**Wanted social engagement.** They wanted to build community among tutors and do “office parties” and “holiday shindigs.”

# Supervisory & Training Areas of Focus



**IDENTITY  
and  
PURPOSE**

**AUTONOMY  
and  
INTERDEPENDENCE**

**COMPETENCE**

# Supervisory Working Philosophy

**Theory Y  
Values**



**Theory Z  
Values**



**Meet Top 3 of  
Maslow's  
Hierarchy of  
Needs**

**As a supervisor, I had to be mindful of the following characteristics of Generation Z students:**

**Financially Savvy**

**Desires Intentional Supervision and Mentoring**

**Wants guidance on how to achieve goals**

**Wants frequent rewards for good work and assurance**

## What Head Tutors Did Initially:

1. Peer Tutor Recruitment
2. Interview and Select Peer Tutors
3. Assist with Training Peer Tutors



# Responsibilities of Head Tutors Now:

1. Peer Tutor Recruitment, Interviewing, and Selection
2. Assist with Training Peer Tutors
3. Supervise and Evaluate Peer Tutors
4. Presentations to Ithaca Seminars
5. Engagement with Admissions and Faculty
6. Hold Regular Staff Meetings
7. Event Planning
8. Manage Small Event Budgets
9. Support Assessment Efforts
10. Make Policy Decisions

Director, Center for Academic Advancement

Manager of Tutoring Services

Chair

Past Chair

Head Tutor Council

80-100 Peer Tutors





# How do we prepare and develop Head Tutors for their enhanced roles?

1. They have taken our 1-credit Tutor Training Course
2. Annual retreat to review best practices in tutoring
3. Innovative Educators webinars
4. Faculty engagement
5. Engagement with campus community
6. Weekly staff meetings (I attend every 2 weeks)
7. One-on-ones with Executive Committee
8. Conference attendance

# Head Tutors Presented at ATP in March 2017, Tucson, AR



**Topic: Tutoring Tutors on Tutoring! (Rubix Cube Exercises)**

## **Our Fall Retreat sets the stage for the year:**

*Ice Breakers*

*Staff Well-Being – Check In*

*Self Awareness and Student Development*

*Diversity, Inclusion, and Cultural Humility*

*Adult Learning and Student Development Theory*

*Communication: Effective Listening and Socratic Questioning*

*Learning Theory*

*Group Development Theory/Group Facilitation Skills*

*Administrative Detail*

*Role Modeling and Accountability*

*Review and Analysis of Past Year's Data and Practices*

*State of the Campus Community*

**We use this retreat to further develop our our plans.**

## Benefits of this Model

- 1) I have a professional staff. There are no gaps or lapses in work.
- 2) Peer tutors benefit from receiving direction from their peers. They look forward to the opportunity to be Head Tutors.
- 3) Head tutors get administrative, supervisory, training, strategic planning, event management, and budget experience.
- 4) The College benefits from workers who feel highly positive about their jobs.
- 5) Parents of Head Tutors really like the model!

# Ithaca College: Best Practices for the Professional Development of Advanced Peer Tutors

## 1) Hakuna Matata

It means no worries, for the rest of your days  
It's our problem-free philosophy  
Hakuna Matata!



## Ithaca College: Best Practices for the Professional Development of Advanced Peer Tutors Cont'd...

2) Provide ongoing training, supervision, and mentoring.

3) Delegate & Trust the Process

4) Celebrate Success

5) Show 







## **YOUR TURN:**

**Take 5-10 minutes at your tables to discuss how you provide professional development to your peer tutors or head tutors.**

**What are your BEST PRACTICES?**



**Thank you for attending my session  
today! Enjoy the Conference!**

For more information, contact me!

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